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ABSTRACT

This guidebook is designed to acquaint teachers with human relations classroom materials, extracurricular activities, and an inservice approach to self-evaluation. A product of an ESEA Title III program, it contains human relations-oriented lessons--divided by grade level and subject matter--intended to supplement or enrich existing curricula and suggest different approaches to teaching in some areas. Introductory sections present a human relations education philosophy; list key concepts in the form of attitudes, understandings, and skills; and list specific behavioral objectives for each of four phases of a human relations program: primary grades, intermediate grades, social studies (7-12) and English (7-12). The major section, "Learning Activities Guides," contains lessons (ranging in suggested length from a few minutes to five class periods) each of which includes attitude and behavioral objectives, teaching techniques and learning activities, and a list of resources. There are 12 for primary grades, seven for intermediate grades and 33 for secondary: social studies (15), English (10), French (4), math (3), and retailing (1). The inservice training section contains philosophy and outline for a group training program, discussion of the trainer's role, five group training excercises with trainer's guides, lists of films and socio-dramas, and discussion of role-playing techniques. Included also are outlines for a student extra-curricular program and an adult education program. (JS)

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Human Relations

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A Guidebook

TO LEARNING ACTIVITIES

Inst. Source

Human Relations Project of Western New York

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Buffalo Public Schools

PROJECT PARTICIPANTS

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Buffalo Public Schools

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Joseph Zampogna
Clarence Public Schools

THE FOLLOWING PEOPLE ASSISTED IN THE PREPARATION OF THIS GUIDEBOOK

David Becker
Buffalo Public Schools

Eunice Benford
Buffalo Public Schools

Richard Derry
Starpoint Central Schools

Paula Dickman
Buffalo Public Schools

James Dougherty
Buffalo Public Schools

James Fleming
Kenmore-Town of Tonawanda Public Schools

Martin Goodrich
Kenmore-Town of Tonawanda Public Schools

Kenyon Hicks
Kenmore-Town of Tonawanda Public Schools

Norman Kersh
Buffalo Diocesan Schools

Raymond Korzelius
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Grand Island Public Schools

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Holland Public Schools

Ruth A. Wilson
Cleveland Hill Public Schools

FOREWORD

The Human Relations Education Project is a regional, cooperative project, funded under Title III of the Elementary and Secondary Education Act, involving all of the school districts in the Buffalo-Niagara Falls metropolitan area. It will improve the teaching of human relations through curriculum adaptation and development and in-service education activities.

Human relations education received top priority in a 1966 survey of educational needs in Western New York. Project Innovation, the Title III Western New York regional supplementary education center, conducted this survey of business, cultural, and educational leaders in the eight counties of Western New York.

As a result of this survey, Project Innovation developed a Human Relations Education proposal which the Buffalo Board of Education and the Board of Cooperative Educational Services of the Second Supervisory District of Erie County submitted to the Federal Government. The Title III office awarded a three-year operational grant, with the Buffalo Public Schools as the administrative agency.

In June 1967 thirty-two teachers from eighteen school districts were selected from the many applicants throughout Erie and Niagara Counties. In a four week summer workshop they exposed and examined their attitudes and feelings about human relations and identified teachable human relations concepts and objectives. During the 1967-68 school year, these teachers met each Saturday morning, developing activities and identifying and evaluating materials to improve human relations teaching in grades Kindergarten - 12.

Eighteen of these teachers, representing grades K - 12, will be full-time participants during the 1968-69 school year. To help teachers become knowledgeable and skillful in human relations education, teams composed of two to four specialists will spend one to two weeks in a school, presenting the HREP program to the entire faculty, conducting workshop programs for interested teachers, working with teachers in classrooms, teaching demonstration lessons, suggesting teaching methods and learning activities, and demonstrating the use of curriculum materials.

The project will serve the forty-one school districts in Erie and Niagara Counties. Of the approximately four hundred schools and ten thousand teachers in this area, an estimated one hundred and twenty-five schools will be reached during the 1968-69 school year.

PREFACE

This publication is one of several produced by regional projects funded by Title III of E.S.E.A. The Curriculum Development Center of the State Education Department, in making this available to all school administrators, recognizes its essential worth for use by teachers who are striving to develop good human relations in the classroom. It should serve to stimulate a variety of local activities focused on this vital area.

Teaching young people to respect the rights of others is more than the job of the school teacher. Parents, clergymen and church workers, club advisers, neighbors, employers, union leaders — all must have a hand in this most important task facing Americans today.

While this book should be useful to many of these people, it is primarily addressed to teachers. It is not a course of study to be taught instead of the regular school curriculum, although some of the lessons in it may give more meaning to topics in which the teacher may not have seen a human relations theme. The grade levels indicated tell the user what age of children are most likely to enjoy the suggested activities — and acquire something worthwhile from them.

The learning activities for elementary schoolchildren are identified only as for primary or intermediate grades. At the secondary school level, five subject matter fields are used to show the classes in which some teachers think the lessons might be useful, but the suggested activity might even be more effective for a teenage club. The questions listed are just suggestions that some teachers found helpful; the user may wish to word them differently, putting them into the words in which young people would say them.

The sections entitled Inservice and Addenda provide important help to the teacher or other user who is not sure of his ability to help young people explore questions about which they may understandably become excited or angry.

Since this publication is not available in quantity for each teacher, it is important that at least one person in the school become familiar with the total K–12 development in order to relate it most effectively to the ongoing attempts in the local school systems to improve human relations. It is desirable to make this an all-school activity rather than restrict it to one field such as the social studies. In some schools it may be desirable to have a coordinator of human relations education, even if only on an informal basis, to stress the importance of this program and to underline the fact that it should involve all teachers.

A variety of ways for using this resource material are suggested; but other uses may be equally effective. Obviously, copies in the library or curriculum laboratory for general reference by teachers will be useful but not likely to make much of an impact. The same is true if a copy is routed to key people. Perhaps, sections can be duplicated and used with groups of teachers as part of an inservice program, with a proper introduction to keep the emphasis on a K–12, all-teacher involvement. In school systems where there has been considerable activity along this line, this material can be evaluated by some of those involved and related to the ongoing program.

This material provides no panacea, no pat solutions to the problem. We hope that these lessons will be used by anyone and everyone whenever and wherever they may help lead to better understanding among us.

It is fortunate that the Human Relations Education Project of Western New York was undertaken that resulted in this resource for teachers. We are indebted to the Project for permission to reprint this publication and make it available to schools across the State. We also welcome the support of the Title III Office in the Department which makes the printing possible.

ROBERT H. JOHNSTONE
Chief, Bureau of Elementary
Curriculum Development

GORDON E. VAN HOOFT
Chief, Bureau of Secondary
Curriculum Development

WILLIAM E. YOUNG
Director, Curriculum
Development Center

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NOTE TO TEACHERS

The Division of Intercultural Relations in Education welcomes this publication as a valuable resource for teachers concerned with building better human relations within the classroom. Respect for persons — all kinds of persons — requires more than a kindly disposition. It requires teaching that is informed by sound scholarship and rooted in commitment to justice, which is essential if all children are to have equal opportunity for education of the best quality.

We commend this work to the careful attention of all teachers in the State.

WILBUR R. NORDOS
Administrator
Division of Intercultural Relations in Education
New York State Education Department

INTRODUCTION

Good human relations in the classroom means that teachers and students understand, accept, and respect each other as individuals sharing similarities and enriched by differences.

The above statement reflects the ideal which most teachers wish to attain. However, many are unaware of available instructional materials, effective teaching methods or learning activities designed to develop these positive human relations concepts. Moreover, some have not had the opportunity to explore their own feelings and attitudes towards the differences among people or to focus on the development of interpersonal and intergroup relations. Other teachers recognize the need for improving human relations but feel that class schedules and curriculum prescriptions preclude stressing the attitudes and modes of thinking and feeling which are necessary.

To help teachers make the ideal situation the only situation, the Human Relations Education Project has researched available materials, tested various teaching methods and learning activities, and developed guides for including human relations emphasis in all areas of the curriculum. Such activities and materials will not replace any part of the existing curriculum; rather, they will add enrichment to some areas, suggest different approaches to teaching in other areas. Teachers may choose materials and activities best suited to their particular teaching situation and individual teaching styles.

This Guidebook is designed to acquaint teachers with classroom materials, extra-curricular activities, and an in-service approach to self-evaluation. Although the learning guides have been divided by grade level and subject matter, many materials and techniques are adaptable to other levels and other subjects.

The HREP teachers realize that this Guidebook does not begin to exhaust the vast number of human relations oriented activities and lessons that the creative classroom teacher can develop. Teachers using this book are asked to share with the HREP their experiences with this material and their knowledge of other useful materials and techniques.

JAMES J. FOLEY, Director

PHILOSOPHY

The most basic meaning of Human Relations refers to those relationships that exist among people. The meaning of a term can be determined or modified by how or where or when it is used. Even when these conditions are recognized, a term can still have a multiplicity of meanings.

This phenomenon is especially observable when Human Relations is placed in the context of an educational process, which participates in and reflects the structuring of human relationships and events in our society. The term, whether in reference to a classroom situation, a PTA activity, or a Board of Education meeting, cannot be divorced from the meanings and significances of these social relationships and events.

Human Relations becomes more precise in meaning when a group of teachers uses the term in reference to the development of educational specifics, such as curriculum and in-service training. It points to ethical ways in which people relate to each other and to events. Curriculum development and in-service training become vehicles for the actualization of desirable human relationships.

Specifically, the Human Relations Education Project has sought to find and to reveal those modes of thinking, feeling, and acting which strengthen the noble conception of man as an inviolable creature of dignity and worth. Teachers, students, and others can utilize these modes in fostering traits of understanding and tolerance.

The term can now be expanded to Human Relation Education since it refers to methods of revealing positive ways for people to relate to each other and to events. Accordingly, Human Relations Education focuses on educational and social problems of our time. Human Relations Education must, therefore, emphasize an enlightened approach to the relationships of teachers, students, and parents, and to the relationship each of us has to those agonizing social dilemmas of violence and prejudice which disintegrate man's personal and social dignity.

THE HUMAN RELATIONS EDUCATION PROJECT
OF WESTERN NEW YORK

CONCEPTS

Attitudes

Respect for the basic worth of every individual

Appreciation of the contributions of all groups to the pluralism of American Culture

Sensitivity to the rights, needs, feelings, and problems of every ethnic, racial, and religious group

Appreciation of the meaning and implication of the American Dream of life, liberty, and the pursuit of happiness for all groups in American society

Respect for the democratic ideal of equal justice under the law

Respect for the right of individuals and groups to disagree with the cultural norm for individuals and groups.

Understandings

Recognition that no characteristic trait is typical of every individual of any one group and of no other group

Realization that mental ability and talents vary among individuals of every ethnic, racial, and religious group

Awareness that the American way of life has been enriched by all ethnic, racial, and religious groups in our society

Realization that all groups have similar rights, needs, feelings, and problems

Recognition of the changing and broadening nature of American democracy

Skills

Ability to participate effectively and democratically in group discussions and activities

Ability to think and verbalize rationally and objectively about all groups

Ability to avoid stereotyping, scapegoating, overgeneralizing, and making premature conclusions about groups and individuals

Ability to participate in the problem-solving process

BEHAVIORAL OBJECTIVES

The Human Relations Education Project seeks to improve the human relations education program in public and private schools by providing teacher in-service training and a variety of teaching methods and materials for educators from Kindergarten - 12. Educators utilizing the program should:

Develop increased awareness of the importance of human relations in their own lives and the lives of their students.

Demonstrate increased knowledge and information about human relations problems.

Increase emphasis on those teaching goals related to good human relations.

Use more and different teaching materials related to the promotion of good human relations concepts.

Introduce changes in their teaching methods based on good human relations concepts.

The Human Relations Education Project realizes that the individual teacher decides which aims and methods will be stressed and applied in the classroom. Each teacher, therefore, has the responsibility to develop the ability to select concepts and activities which are meaningful in terms of student behavior to be affected; attitudes to be formed, changed, or reinforced; skills to be acquired or strengthened; and knowledge to be learned.

The HREP has developed a variety of classroom activities and techniques which will aid teachers in implementing a human relations philosophy within the existing curricular framework. These teaching guides are aimed at achieving the specific behavioral objectives which follow:

Primary Objectives (K - 3)

The students would develop a most positive self-concept.

The students would become aware of the similarities and differences which distinguish individuals.

The students would become familiar with various cultures which have contributed to our American society and recognize that diversity enriches the life of man.

The students would recognize that each person has a contribution to make to the group — whether it be family, class, community, nation, or world.

The students would learn the value of cooperation.

The students would learn to subjugate their own desires for the benefit of the group.

The students would become sensitive to the desires, feelings, needs, and problems of others.

The students would be better able to accept others as individuals rather than as members of a stereotyped group.

The students would learn to accept failure as a step forward toward positive growth.

The student would come to appreciate the effort of others on their behalf.

Intermediate Objectives (4 - 6)

The students would exhibit a more positive self-concept.

The students would develop the ability to work cooperatively with others.

The students would practice consideration and respect for everyone.

The students would respect people's differences.

The students would find peaceful means to settle disagreements.

The students would anticipate the results of aggressive behavior.

The students would become aware of the worth of each individual and would judge him on his own merits.

The students would avoid using derogatory labels and groups as the butt of jokes.

The students would understand that tastes and preferences are culturally based, not inherited.

The students would recognize and appreciate the many varied attitudes and interests of others and many approaches to a problem.

The students would learn that non-verbal communication can carry just as potent a message as verbal.

The students would be aware of the problems created by prejudice and discrimination.

The students would approach new people, customs, and ideas without prejudgment.

Social Studies Objectives (7 - 12)

The students would be able to list the similarities as well as the differences when shown different pictures or slides of the various races of mankind.

The students would be able to compile a listing of the major contributions which various immigrant and racial groups have made to American culture.

The students would demonstrate, through a committee project, that they can cooperate with others in solving common problems.

The students would take an active role in pupil-teacher committee work showing their ability to carry on democratic processes, such as decision-making, goal-setting, and cooperation.

The students would be able to recognize similar desires, feelings, needs, and problems.

The students would be able to do an independent research project in the library demonstrating their ability to gather facts from a variety of sources, to compare and weigh evidence in their selection of data, to recognize and analyze propaganda, and to accept responsibility for fulfilling terms of a project.

The students would be able, during a class discussion of a controversial topic, to think rationally and objectively and to avoid premature conclusions and the stereotyping of ideas and people.

The students, when confronted by a ethnocentric account of another culture, would be able to detect the practice of judging others by our cultural standards.

The students would be able to analyze attitudes and behavior as determined largely by one's cultural environment and consequently changeable through new kinds of experiences.

The students would be able to analyze an unknown piece of propaganda as propaganda and give examples to support their conclusion.

English Objectives (7 - 12)

The students would be able to identify and demonstrate the use and production of stereotyped statements.

The students would be able to experience meaningful cultural contacts through reading sensitivity and field projects.

The students would be able to utilize literature and language in classroom and social situations to experience and recognize factors contributing to the breakdown of inter-personal communication.

The students would be able to demonstrate linguistic competence in composition and poetry without the fear of prescriptive devices.

The students would be able to demonstrate the ways emotive meanings are structured in language by using literary research and linguistic analysis.

The students would be able, when presented with linguistic symbols from poetry and literature, to identify how these symbols determine attitudes and behavior.

PRIMARY

Title: Friendship - Happiness

Grade Level: Kindergarten - 3

Length of Activity: Adaptable

Human Relations Concepts to be Taught:

Human beings share more similarities than differences; yet existing differences enrich the life of the child.

Each child has some contribution to bring to a group.

Attitudinal and Behavorial Objectives:

To recognize, appreciate, and respect the contributions of each classmate.

To achieve a common goal through group interaction.

To practice simple kindness in everyday living.

Teaching Techniques and Learning Activities:

1. PAL FOR A WEEK: (Especially adapted to children entering Grade 1.)
   - A. Construct appropriate bulletin boards. (See Resources.)
   - B. Assign a pal for a week. Try to arrange pals so that each child who is unfamiliar with the teacher or classroom would sit and work with a student who has had more contact with the situation, i.e. repeater.
   - C. Give each child a tag with his own name on a dittoed picture of a boy or a girl.
   - D. Concentrate upon the bulletin board and, as each child's name is called or photograph is shown, he or she will stand. Discuss meaning of the bulletin board.
   - E. Make a friendship chain:
     1. Illustrate some sort of a chain and explain its purpose, i.e. to unite a group, to protect a group from something dangerous, such as a lion. (Demonstrate by holding hands.) If one of the links is loose, the chain will break and will be unable to do its job.
     2. Give each student a strip of paper (various colors) with his name printed on it. Have the first student make a ring and each other one add his or her strip. Close chain and display around bulletin board.
     3. Discuss how each link in the "Friendship Chain" is important and how the various colors add to the beauty of the chain just as each unique person adds to the group.
   - F. Read words on "Friendship" bulletin board and discuss meaning. Teach song.

2. A TASTE OF HAPPINESS
   - A. Show multi-ethnic picture of children on playground. Have the children give a name to each child so when talking about a particular youngster, he or she will have a name. Discuss the similarities of each and yet how valuable their differences are. The similarities may take the form of color of clothing, hair, sex, or even the games they are playing. The differences may take the form of the pigment of skin, eye features, hair styling or clothing. Note that we have many colors in our crayon box and each of the colors is beautiful. A crayon used alone could not make a beautiful picture but, when used with other crayons, could make a beautiful art work.
   - B. Write an experience chart entitled, "What is Happiness?". Base it on children's responses to the question, "What makes you happy?"

Examples: Happiness is a smile.
Happiness is a puppy.
Happiness is playing in snow.
Happiness is playing with a friend.

6/7

C. Give each child a sheet of paper with the title "Happiness Is." Have each child draw a picture depicting his own idea of happiness.

D. Display pictures. Review how each person is an important part in a happy situation.

E. Optional Activities: Show film — **Skipper Learns A Lesson,** Anti-Defamation League of B'nai B'rith.

Resources:

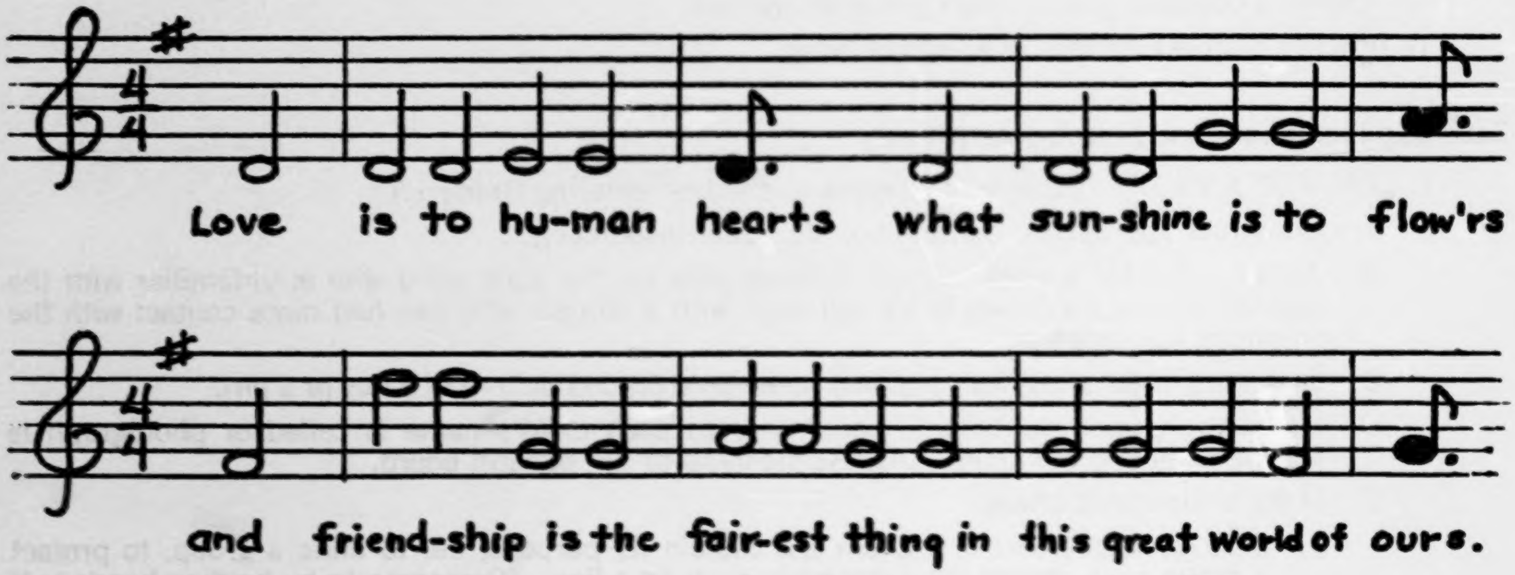
Pictures:

Concept Picture Charts and Puzzles; Harcourt, Brace and World, Inc., New York.

Suggested Bulletin Board:

Friendship

Music - Beethoven
Author - unknown


Love is to hu-man hearts what sun-shine is to flow'rs
and friend-ship is the fair-est thing in this great world of ours.

Books:

Fun For Chris, Blossom E. Randall, Whitman Albert & Co.

Love Is A Special Way of Feeling, Joan W. Anglund Harcourt Brace & Co.

Security is a Thumb and a Blanket, Love is Walking Hand in Hand, Charles Schultz, Determined Prod. Inc.

Where Will We Go? - Just For Me, George Manolakes and Kathryn Hitte, American Book Co.

Films:

Skipper Learns a Lesson, B. W. (10 min.) Encyclopedia Britannica, Anti-Defamation League of B'nai B'rith.

The Toymaker, color (15 min.) Coronet Films, Anti-Defamation League of B'nai B'rith.

3. LOVE IS LIKE A MAGIC PENNY

A. Show a picture of a large heart and draw from the students the symbolism of the large heart (love). Discuss what it means and ask how and toward whom we should show this love.

B. Hold up a bright shiny penny (hiding the rest of the handful). Tell students: "We are going to pretend that this is a magic penny and when we give it away, something magic happens." Give it to a child and playfully come upon the handful of pennies. Allow a few to drop to the floor.

C. Return to the heart. Explain that "Love" is like a magic penny; when one gives it away or shows is to others, much more love evolves.

D. Present the song: "Magic Penny" taken from Tony Saleton Show, WNED-TV, Channel 17, Buffalo.

"Love is something, if you give it away; give it away, give it away.
Love is something, if you give it away; you end up having more.
It's just like a magic penny, hold it tight and you won't have any;
Lend it; spend it; you have so many they roll all over the floor."
(Motions could be added to the song)

4. Follow up with a discussion of how to "give" love away, i.e. kindness or courtesy even toward those one doesn't like.

5. Have students decide upon one way in which they can "give love away" today and encourage them to do it.

Resources:

Red chalk or large Valentine.
A handful of pennies.

PRIMARY

Title: **Contributions of Divers Cultures**

Grade Level: **Kindergarten - 3**

Length of Activity: **One or two classes**

Human Relations Concepts to be Taught:

Environment helps determine certain clothing styles, (even hats show the contributions of other nationalities.)

Role-playing assists in understanding how others feel.

Free play provides an opportunity for children to express themselves and to interact with others.

Attitudinal and Behavioral Objectives:

To recognize that differences can be used for fun.

Teaching Techniques and Learning Activities:

1. Read **The March Wind** which brings out the idea that a hat can help in playing a different role.
2. Have the students bring in various kinds of hats: lady's, military, fireman, cowboy, football helmet, nurse's cap, etc.
3. Have the students wear a hat and role-play the person who wears the hat. (See: Role-playing Techniques, page 173.)
4. Bring in hats from various countries: China, Holland, Switzerland, Austria, etc.
5. Discuss the hats, bringing out reasons for the differences and how these may depend upon the environment, i.e. the hole in a Chinese hat for a pigtail.
6. Have the students write creative poems about hats.
7. Allow students to make hats (draw or construct) from various countries.
8. Display poems and hats on bulletin board.
9. Follow up with discussion about bulletin board display. Bring out point that the hats represent persons from those countries. They can all live together peacefully.

Suggested bulletin board:

Resources:

Books:

The 500 Hats of Bartholomew Cubbins, Dr. Seuss, Vanguard.

The March Wind, Inez Rice, Lothrop.

Related Activities:

Use anything like a toy or piece of clothing to develop a unit, similar to the unit on hats.

Example: Kites

A. Uses of kites.

In China, "Kite Day" is a holiday and grown ups like to fly them, too. Long ago the Chinese flew kites over their houses to drive away the evil spirits.

Armies used kites to send signals.

The U. S. Weather Bureau has made kites carry weather instruments more than four miles above the earth. For this they make a sky train of several kites.

Benjamin Franklin discovered that lightning is electricity through using a kite.

B. Kinds of kites.

Plain kite, flat kite (no tail), box kites, Chinese kites, (usually ornate figures — birds, fish, dragons, butterflies, etc.)

C. Have the students make kites that illustrate different countries and different uses.

PRIMARY

Title: Color — An Aid to Understanding the Beauty of Difference

Grade Level: Kindergarten - 3

Length of Activity: Two classes of about twenty minutes each.

Human Relations Concepts to be Taught:

Each individual is different and has certain unique characteristics.

Variety in everyday life is produced by differences. This is what makes life interesting.

Attitudinal and Behavioral Objectives:

To recognize differences in other persons and consider them in a positive light.

To include the "left out" child or children in the "in" group.

Teaching Techniques and Learning Activities: (Choose No. 1 or No. 2.)

1. Show two dittoed pictures. (Colored in one color, colored in various colors.) Ask which one the children would like as their own. If they choose the many colored one, ask whey they chose the one colored in a variety of colors.
    - A. After they bring out the fact that the variety of colors makes the picture beautiful, apply to the persons whom they know. Each person is different (color of hair, eyes, height, weight, color of skin), yet all can live happily together.
    - B. Using the partially-colored picture, ask the students what could be done to improve the picture. Once the students have verbalized that each color is necessary for the completion of the picture, bring out the concept that each person has a contribution to make to the group and, without it, the group is not complete.
    - C. Have a short discussion period giving practical examples as to how the students can help to make other persons an important part of the group, i.e., talking, playing, walking with others, doing kind acts, etc.

Materials:

Three dittoed pictures (suggestion: any storybook character)

One colored in one color.

One colored in various colors.

One partially colored in various colors.

2. Use building blocks of various sizes, shapes and colors to construct a house, and then discuss the finished product, bringing out how differences contribute to the beauty of the whole.
    - A. Apply this concept to a group of people. Note that although Susie has red hair and John has blond, they still play happily together.
    - B. Ask for suggestions as to how each person could be kind to other persons and help them to want to be a part of the group, just as each block has a function in the house.
    - C. Take out a few blocks and note how incomplete it is, unless each block is included. Apply this concept to people.

Materials:

Building blocks — various colors and shapes.

Resources:

Film: **The Toymaker,** Anti-Defamation League of B'nai B'rith

PRIMARY

Title: Contributions of Diversity as Assembly Programs

Grade Level: Kindegarten - 6

Length of Activity: Two weeks

Human Relations Concepts to be Taught:

Not all people celebrate Christmas at the same time or in the same manner, and some do not celebrate it at all; but all people have festivals which they keep.

Often people observe certain customs of Christmas without knowing the traditions which came before.

American Christmas observance has a basis in many other cultures, and although people keep the traditions of their parents, they also adopt customs of other people.

True Christmas joy lies in giving — not getting.

At Christmas, "good will toward men" is the theme. This attitude should be kept throughout the year.

Attitudinal and Behavorial Objectives:

To evidence an increased curiosity to learn more about our neighbors at home and abroad.

To learn what Christmas means — not just "toy" time.

To realize that something made with thought and love will bring more happiness to the receiver.

Teaching Techniques and Learning Activities:

1. Have students choose countries to investigate the customs of Christmas. Note that non-Christian peoples, such as Orientals and Moslems, do not celebrate Christmas, but have other festivals, such as New Year's, which include gift-giving and feasting. The following are suggested countries.

   A. **England** — The burning of the Yule log takes place. Traditional goose and plum pudding are served. Christmas cards are sent and carols are sung.
   Carol — "The Twelve Days of Christmas."

   B. **Scandinavia** — The Christmas elf, Jule Nissen, adds fun to the Christmas season. Children put out rice pudding for him. They also put out sheaves of wheat for the birds' Christmas.
   Carol — "Now It is Christmastime."

   C. **Holland** — Most of Christmas Day is spent in church. December 6 is the day for celebration — St. Nicholas Day. On the vigil, St. Nicholas leaves gifts in the wooden shoes of good children.
   Carol — "See There Comes the Steamboat."

   D. **France** — Gifts are put in shoes left by the chimney at Noel (Christmas). Le Petit Jesus, the Christ child, is supposed to leave them. A small token, or bean, is baked into the Twelfth Night Cake, which is eaten at the end of the Christmas season. The child who finds the token is king or queen.
   Carol — "Bring a Torch, Jeannette, Isabella."

   E. **Germany** — Advent is closely observed. This is the land of Christmas trees and toys. Martin Luther started the practice of lighting trees. He originally used candles. Kris Kringle brings the gifts.
   Carol — "O Tannenbaum."

   F. **Austria** — The manger scene is the center of interest. Santklausen comes on December 6. On Christmas Eve people light their way down the mountains to the churches carrying torches. Many Nativity plays are produced.
   Carol — "Silent Night."

   G. **Italy** — A strict fast for twenty-four hours before Christmas Eve is held. After a Christmas Eve feast, everyone draws gifts from a large crock, called the Urn of Fate. Instead of Santa Claus, a little old lady called Befana, comes on the Twelfth Night.
   Carol — "Sleep, O Holy Child of Mine."

H. **Spain** — Children hide their shoes for the three Wise Men to fill. Small figures of bullfighters are also put in the Nativity scenes. There is much singing and dancing.
Carol — "Fum, Fum, Fum."

I. **Jewish** — Chanukkah is the name of the Jewish holiday, which lasts for eight days near Christmas. It is called the Feast of Lights. On the menorah, one candle is lit each night, until the night of Chanukkah.
Carol — "My Dreydl."

J. **Mexico** — See Related Activities and Resources for additional materials which could be used to develop an assembly program. This could be done in detail with any country.

2. Have students make booklets with at least two facts about each country. Include a vocabulary list with "Merry Christmas" in each of the languages:

   Danish — Glaedelig Jul

   Dutch — Vrolyk Kerstfeest

   French — Joyeau Noël

   German — Fröhliche Weihnachten

   Italian — Buono Natale

   Spanish — Feliz Navidad

3. Spend one period on Christmas symbols, including meaning and origin. These words could be added to the booklet: holly, mistletoe, tinsel, the Christmas tree, the star, the yule log, candles, wreaths, carols, cards, stocking, the wassail bowl, bells, seals.

4. Bulletin Board — Make a wreath of children of many nationalities around an angel looking in a manger. Title it: "Everywhere, Everywhere — Christmas."

Related Activities:

Take one specific country, such as Mexico; research its holiday customs thoroughly — clothes, costumes, food, songs, gifts. Have the class prepare and perform a holiday assembly program based on their study.

Employ the theme of contributions of other cultures to celebrate other holidays throughout the year. This will enable students to understand diverse cultures and will also help the individual student recognize the valuable contributions of his own nationality.

The study of cultural contributions and diversity can be coordinated with a study of the United Nations and UNICEF. Halloween provides an excellent starting place for such a study.

Prepare a bulletin board of children in other lands.

Make individual booklets on the lands and children.

Learn songs from other countries and words in other languages.

Display United Nations flags.

Arrange "Trick or Treat for UNICEF" participation.

In conjunction with Halloween, research Guy Fawkes' customs in England and St. Stephen's Day in Ireland.

Resources:

For Music and Carols:
Books:

A Treasury of Christmas Songs and Carols — Henry W. Simon; Houghton Mifflin Co.

Exploring Music 2 — Teachers Edition, Holt, Rinehart & Winston, Inc.

Exploring Music 3 — Teachers Edition, Holt, Rinehart & Winston, Inc.

Christmas Sing Along — Amsco Music Publishing Co.

For Materials:

Books:

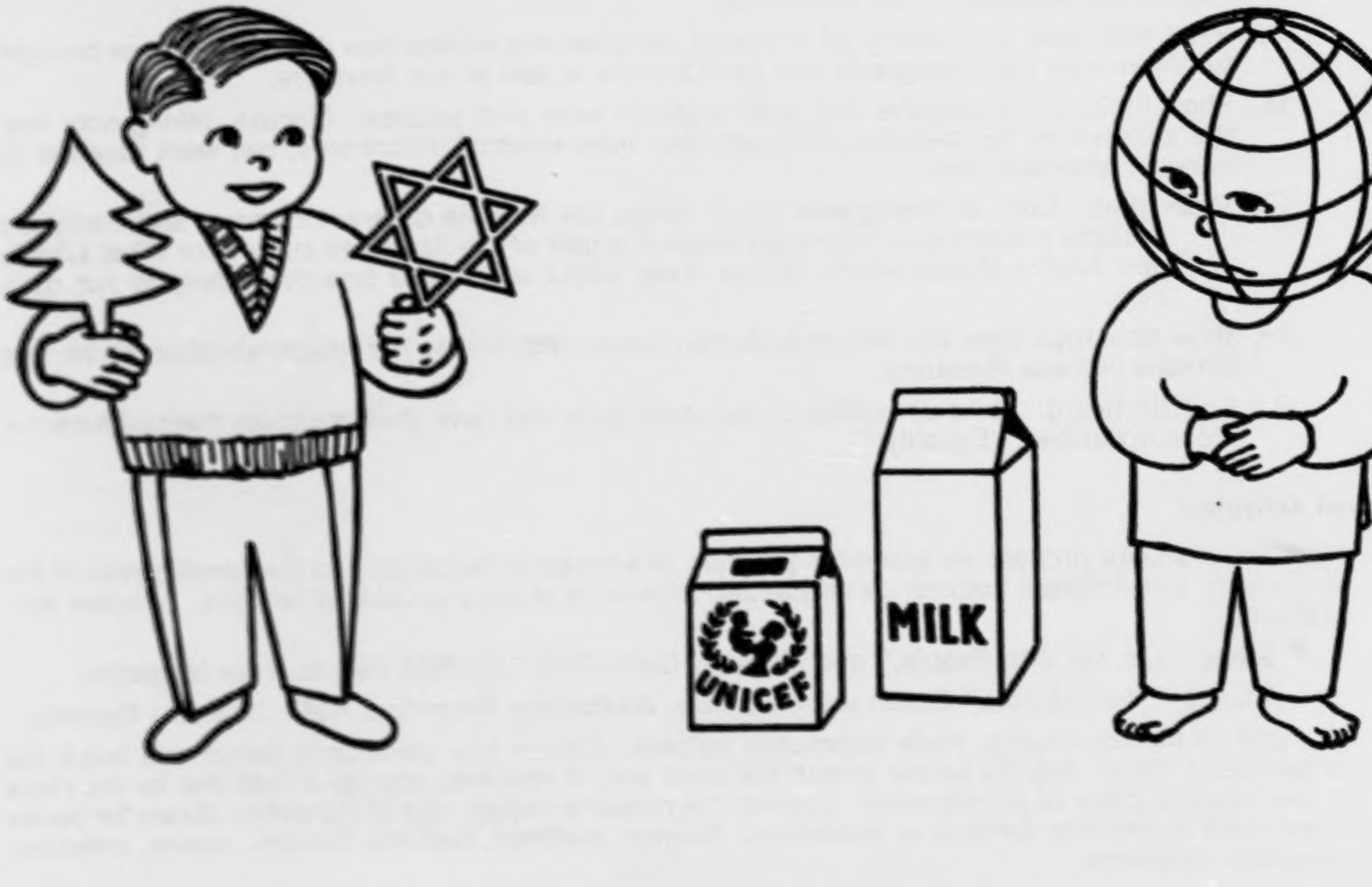
Christmas Customs Round the World, Herber H. Wernecke, The Westminster Press.
Take Joy, Tasha Tudor, World Publishing Company.
The Golden Magazine Christmas Annual, Golden Press.
All About Christmas, Maymie Rikrythe, Harper & Bros.
Christmas Everywhere, Elizabeth H. Sechrist, Macrae-Smith Co.

Ideals Magazine is a source of many beautiful pictures.

For Books to Read to Children:

Torten's Christmas Secret, Maurice Dolbier, Little Brown & Co.
Babar and Father Christmas, Jean deBrunhoff, Random House.
Noel for Jeanne-Marie, Francase, Scribner.
Christmas in Noisy Village, Astrid Lindgren, Viking Press.
The Forever Christmas Tree, Yoshiko Uchida, Scribner.
Hansi, Ludwig Bemelmans, Viking Press.
Mei Li, Isaac Victor Headland, Doubleday & Co.
Jose's Christmas Secret, Joan M. Lexau, Harper & Row.
Pedro, the Angel of Olvera Street, Leo Politi, Scribner.
The Tailor of Gloucester, Beatrix Porter, Fred. Warne & Co.
Told Under the Christmas Tree, Maud & Miska Petersham, Macmillan Co.
A Certain Small Shepherd, Rebecca Baudill, Holt, Rinehart and Winston.
Merry Christmas To You, Wilhemina Harper, E. P. Dutton & Co.

Suggested Bulletin Board:



PRIMARY

Title: Community and Human Relations

Grade Level: Kindergarten - 3

Length of Activity: Adaptable

Human Relations Concepts to be Taught:

Each individual has dignity and worth.
Human beings share more similarities than differences.
Existing differences enrich the life of man.

Attitudinal and Behavioral Objectives:

To recognize and respect the rights and privileges of others.
To evidence appreciation for the contributions of others.
To identify similarities and differences as a necessary part of the whole.
To recognize the interdependence of all people.

Teaching Techniques and Learning Activities:

1. In studying the different phases of our community, lead the children to the realization of the differences of the people living in the community and how through these differences of languages, faiths, foods, literature, music, customs and traditions, our everyday living is enriched.
   - A. Give an assignment to each student to to investigate the origins of his nationality, faith, and race. Have students make a booklet including the information which they have found. Encourage students to learn songs, dances, and legends, handed down from their forefathers. Learn to speak a little of the language. Bring in recipes of different foods. Recipes shared with the class might possibly be prepared by parents and used as the refreshments at the time the program is presented for parents or students. (These items could be used in compiling an assembly program.)
   - B. Invite pioneer members of the community to speak to the class about the settlement of the various nationalities in the community.
   - C. Read folk tales and poetry of different countries and explain how these works were brought to America by the immigrants and have become a part of our literature.
   - D. Show multi-ethnic pictures and have students work with puzzles. Discuss, taking note that the children in the pictures, although they have external differences, can work together to have an enjoyable time.
   - E. Show films: **Land of Immigrants** which brings out how the different customs and traditions of many countries have actually become a part of the American culture; or **What Liberty and Justice Means** which defines these terms and shows how they apply to our daily lives.
   - F. Show filmstrips from the Robert Anderson Series and discuss the relationships of the various persons in these filmstrips.
   - G. Bulletin Board: Make an outline of the community and have students place their pictures on the map entitled, "Equality."

Related Activities:

Have the students prepare an assembly program or a program for parents on the development of the community and different cultural contributions. Use work already developed in class. Prepare several songs:

Songs: "Up, Up with People," and "What is God's Skin," **Up With People,** Pace Magazine.

Album: "The Sparrow," Simon and Garfunkle, **Wednesday Morning 3 A.M.,** Columbia Records.

In a unit on the community, study community helpers. Choose one community helper and teach his or her job in detail. Ask the helper to visit the class and, if possible, arrange a field trip for the class to the helper's place of employment. Contact the resource department of the public library for books about such community helpers as policemen, firemen, mailmen, dentists, doctors, nurses, milkmen, telephone operators.

Resources:

Films:

Land of Immigrants, Churchill Films.
What Liberty and Justice Means, Churchill Films.

Filmstrips:

Robert Anderson Series (filmstrips and records — color) Society for Visual Education Incorporated.
Series includes:

1. "Robert's Family at Home"
2. "Robert's Family and Their Neighbors"
3. "Robert Goes Shopping"
4. "Robert and Father Visit the Zoo"

PRIMARY

Title: I Want to Be Your Friend

Grade Level: Kindergarten — 3

Length of Activity: One lesson

Human Relations Concepts to be Taught:

Each child wants to feel needed.
There is a need for compassion and sincere understanding.
Each person can effect the behavior of others by good example.

Attitudinal and Behavioral Objectives:

To motivate students to think about themselves and others and their influences upon one another.

Teaching Techniques and Learning Activities:

1. Set the stage:
   - A. Explain that Bobby, represented by the glass of water with blue coloring, is a very unkind boy. He would throw paper on his neighbors' grass, chase his dog into the street, ride his bicycle on his neighbor's lawn and become a nuisance to his friends by often starting fights. Bobby was having so much fun breaking the globes on the light pole that he decided to try to get Kenny interested in his wrongdoing. As Kenny joined Bobby, blue food coloring is added to the next glass. In the same manner, Frankie and Gary joined the "fun" and the food coloring is added to glasses 3 and 4.

     Sammy (Clorox) would help his mother, friends and neighbors. He needed help to do some neighborhood chores, so he went to talk with Bobby. Sammy told Bobby how much fun he was having doing kind things for others. Bobby agreed to try Sammy's ideas and found that he could enjoy assisting rather than hurting others. Pour Clorox, representing Sammy into the glass representing Bobby.

     Repeat this procedure until glasses representing the other boys become colorless as the boys join Sammy and agree on the value of such fun.
   - B. Discuss the significance of the blue food coloring and the Clorox. Explain how people can affect behavior of others toward good or evil.
   - C. Role-playing could be used as a follow-up activity to show other possible endings.

Materials:

Four glasses of water, one glass of blue egg coloring or ink, one glass of Clorox.

PRIMARY

Title: Name Calling Can Hurt

Grade Level: Kindergarten - 3

Length of Activity: Adaptable

Human Relations Concepts to be Taught:

Thoughtlessness can cause pain to others.

Attitudinal and Behavioral Objectives:

To consider and respect the feelings of others.

To learn that non-acceptance of others does harm to both the name-caller and the one who is verbally attacked.

Teaching Techniques and Learning Activities:

1. Begin discussion by asking the question, "Have you ever been hurt by someone's words or name calling?"
   - A. Discuss incidents related to name-calling which have happened to the students or to someone they know.
   - B. Lead students to the idea that everyone has problems to cope with each day. Discuss these with others to better understand whether these names are valid or whether they are stereotypes.
2. Read the story, **The Name That Hurt,** Lois Muehl,
   - A. Discuss the story with the students. Use lead questions.

     Example: "If you have had a similar problem, how **did** you solve it or how **could** you solve it?"
   - B. Have students write a story about an incident in which they had experienced name-calling, how they had felt and how the other persons involved may have felt.
   - C. Discuss stories and how the problem could have been solved if the persons involved had wanted to help build up others rather than tear down persons.
   - D. Role-playing could be employed by setting a stage where someone had called someone else a name. (See Role-playing Techniques, p. 173.)
   - E. Analyze the role-playing. If other students could think of another way to handle the situation, allow them to play the parts.
   - F. Show a picture of boys and girls name-calling. Role-play the situation. How can each person stop people who name-call?

Related Activities:

Present the story **The Ugly Duckling** or **The Plaid Mouse** and discuss the non-acceptance of the duckling or mouse. Implement with drawings by the students.

Resources:

Books:

The Ugly Duckling, Hans Christian Anderson, Charles Scribner's.

The Plaid Mouse, Diana C. Gleasner, Daughters of St. Paul.

Record:

Best Loved Fairy Tales, Vol. 11, Mercury-Childcraft.

PRIMARY

Title: Books Help Us to Understand Differences

Grade Level: Kindergarten - 3

Length of Activity: One or two classes

Human Relations Concepts to be Taught:

The world is full of people and everyone is unique.

The names of people, their cultures, and customs are suited to their differences and help solve their problems.

Attitudinal and Behavioral Objectives:

To understand that people in the world have made efforts to live happily together.

To cultivate a positive curiosity about other ways of living, speaking, and acting, and to accept these ways through understanding.

Teaching Techniques and Learning Activities:

1. Read the book **People Are Important,** Eva Knox Evans, to the students.
   - A. Draw a house with the wide side at the front. Put a large circle to represent the earth on the house part. Cover it with dots imagining each dot to represent one of the two billion people in the world. Discuss the feelings of these people. Each person has the same needs for food and physical comforts:
     1. Need for friends and love.
     2. Need for self-importance and individuality.
   - B. Show multi-ethnic pictures to give children ideas of the wide range of differences. Discuss the important concepts of similarities and the common bonds of human relationships and understanding. Draw as many kinds of people as possible.
   - C. Role-play the different meanings of words, as illustrated on pages 14-22 of **People Are Important.** (See: Role-playing Techniques, p. 173) Have children assume roles of their grandparents, using English derived from German, Dutch, Spanish, Chinese, French or Indian. Vary roles by having children play people living in different parts of our country.
   - D. Role-play what different children in the world like to eat, as illustrated on pages 35-48, **People Are Important.**
   - E. Show pictures of various homes of many peoples. Discuss the reasons for the differences and stress the similarity of purpose. Have students draw various houses.
   - F. Compose a class play to summarize the concept that each person needs to feel important. He also needs other people, for no one can get along by himself.
   - G. Present the play to another class or parents.

Related Activities:

These ideas could be used effectively with various other books which relate human relations concepts, i.e. **Winning Friends,** Moutain & Mason, McCormick-Mathers Publishing Co. Inc.

Resources:

Book:

People Are Important, Eva Knox Evans, Capitol Publishing Co., Golden Press.

PRIMARY

Title: Sssh! Let's Stop and Listen!

Grade Level: Kindergarten - 3

Length of Activity: Two classes

Human Relations Concepts to be Taught:

Everyone in a group has something to say and should be given a chance to speak.
Listening is as important as speaking.
Listening to what others have to say is practicing good manners.

Attitudinal and Behavioral Objectives:

To develop consideration for others and give others a chance to talk.
To realize that listening is as important as talking.

Teaching Techniques and Learning Activities:

1. Display printed poem "Little Charlie Chipmunk" and picture from "Let's Talk and Listen" or any picture displaying children who are inattentive.
2. Read and discuss poem:

> Little Charlie Chipmunk was a talker, Mercy me!
> He chattered after breakfast and he chattered after tea!
> He chattered to his father and he chattered to his mother!
> He chattered to his sister and he chattered to his brother!
> He chattered till his family was almost wild.
> Oh, little Charlie Chipmunk was a very tiresome child!

Helen LeCron, **Animal Etiquette Book**
J. B. Lippincott Company, 1926

3. Discuss using lead questions:
   What was Charlie Chipmunk's bad habit?
   What word did you hear in the rhymn which means to talk a lot?
   Why was Charlie called "a very tiresome child"?
4. Chart rules with the children:
   - A. Have something worthwhile to say when you talk.
   - B. Give others a chance to talk.
   - C. Listen to what other people say.
5. Have children illustrate the "rules" chart.

Resources:

Films:

Adventures of a Chipmunk Family, Encyclopedia Britannica Films.
How Quiet Helps at School. Coronet Films.

Books:

Time for Poetry, Arbuthnot, Scott Foresman Company.
Nobody Listens to Andrew, E. Guilfoile, Follett.

PRIMARY

Title: Getting to Know You

Grade Level: Kindergarten - 3

Length of Activity: Two to three lessons

Human Relations Concepts to be Taught:

All men have worth and dignity.

Negroes have made important contributions to our American culture.

Attitudinal and Behavioral Objectives:

To become aware of the Negro cultures within their country.

To gain knowledge about the contributions of the Negro.

Teaching Techniques and Learning Activities:

1. Discuss the contributions that a prominent Negro has made to American culture.
   - A. Display several copies of **Ebony** magazine to the students.
   - B. Proceed by reading some artistic poems by Gwendolyn Brooks. Give a brief resume of her life.
   - C. Continue by choosing three prominent Negroes, eg. Leontyne Price, Roy Wilkins and Whitney Young, Jr. Introduce with pictures, if available. Discuss their contributions to our society.
   - D. With the use of filmstrips, **American Negro Pathfinders,** continue with the contributions of Thurgood Marshall and Martin Luther King, Jr.
2. Read one of the books to the children and follow with a discussion period.
   - A. Have children draw pictures of people or events in the book, after each book has been read. Print the name of the book on the top of a sheet of paper.
   - B. Have the children draw a book cover to illustrate one part of or one character in the book. Display drawings.
   - C. Have students explain drawings to the class.

Resources and Materials:

Books:

What Mary Jo Shared, Janice Udry, Albert Whitman & Co.
I Should Have Stayed In Bed, Joan Lexau, Harper and Row.
Fun For Chris, Blossom E. Randall, Albert Whitman and Company.
Bronzeville Boys and Girls, Gwendolyn Brooks, Harper and Row.

Filmstrips:

American Negro Pathfinders (6 filmstrips); F. A. Film Associates, 11559 Santa Monica Boulevard, Los Angeles, California 90025.

Pictures:

Famous Negroes: Ebony Bookshop, 1820 So. Michigan Ave., Chicago, Ill. 60610.

PRIMARY

Title: Making New Friends (Culminating in a meeting of two classes from different schools)

Grade Level: Kindergarten - 3

Length of Activity: Two weeks

Human Relations Concepts to be Taught:

Enlarged social contacts with persons of different social and economic backgrounds are beneficial to understanding others.

Happiness results from active participation in worthwhile endeavors that bring joy to others and allow us to share ideas.

Attitudinal and Behavioral Objectives:

To learn about children of different races and social-economic backgrounds.

To extend experiences beyond one's own narrow confines of living.

To form friendships.

To practice simple kindness of everyday living.

Teaching Techniques and Learning Activities:

1. The teachers of the two classes which will be involved should meet to make plans for the unit.
2. LETTER-WRITING
   - A. Review the form and parts of letters.
   - B. Have each student draw a name of a child from the exchange school.
   - C. Have the students write letters inviting the students to their school to participate in a Social Studies project on "Our Community."
   - D. Attach a photograph of the sender to the letter so that the student receiving the invitation can identify his host or hostess.
   - E. Address envelopes and mail.

Materials:

Paper, pen, envelopes, individual photograph of the students.

3. PREPARATION FOR THE VISIT
   - A. Present unit on "The Community."
     1. Have each student construct a model of a part of the community.
     2. Assign one student from each row to help set up the model community.
     3. Have each student write a paragraph about a particular area of the community.
     4. Choose several paragraphs which describe different aspects of the community.
     5. Have the students choose the students who will explain the function of a particular aspect of the community.
4. THE VISIT
   - A. Have one student and teacher meet the bus from the exchange school.
   - B. Introduce students as a group.
   - C. Have each student find their host for the afternoon from the picture he received with the invitation.
   - D. Allow a time for the students to become acquainted.

5. PLANNED ACTIVITIES
   - A. Have paragraphs read.
   - B. Have the model community explained.
   - C. Let visitors inspect model city.
   - D. Provide a question and answer session.
   - E. Serve refreshments.
   - F. Take pictures.
   - G. Allow time before departure for discussion.

6. FOLLOW-UP ACTIVITIES
   - A. Continue letter-writing, i.e. thank you notes.
   - B. Make plans for a meeting at the other school.
   - C. Mount the photographs taken; use for bulletin board display.
   - D. Write paragraphs.

Related Activities:

Exchanges could be made between classes with any subject or, for the younger students, a game day could be planned. Although the primary students often do not recognize differences, if opportunities were provided for them to meet other children from various ethnic groups under pleasant conditions, the formation of stereotypes may be prevented. Show films, such as **The Toymaker** and **Skipper Learns A Lesson,** to illustrate the purposes for differences.

A discussion could follow the exchange bringing out the observation that each person involved is a unique individual and that each one of these persons contributed to the enjoyment of the day.

Resources:

Films:

The Toymaker, Anti-Defamation League of B'nai B'rith.
Skipper Learns a Lesson, Anti-Defamation League of B'nai B'rith.

PRIMARY

Title: Our Skin

Grade Level: Kindergarten - 3

Length of Activity: Two lessons of about twenty minutes each.

Human Relations Concepts to be Taught:

Color of skin is a biological factor.

Individual differences and similarities exist in all of us.

The things that are the same in people — feeling, desires, needs — are more important than physical differences.

Attitudinal and Behavioral Objectives:

To recognize differences in other persons and consider them as good.

Teaching Techniques and Learning Activities:

1. Have children compare — foot size, hand shape, color of hair, height, eye color.
2. Compare skins. Look at skin next to a white sheet of paper. Look at skin through a magnifying glass. Compare finger prints. Make fingerprints for comparison.
3. Read book, **Your Skin and Mine,** Paul Showers, Thomas Y. Crowell Company, New York.
4. Discuss Melanin. Ask: "Who in this group has skin that makes the most Melanin?" "The least?"
5. Have children do a mural of different faces. Note how each is different, yet each has individual value. (This may tie in with Brotherhood Week.)
6. Have children prepare vocabulary list from unit.

Resources:

Books:

Red Man, White Man, African Chief, Marguerite Rush, Lerner Publishing Company.

Your Skin and Mine, Paul Showers, Thomas Y. Crowell Company.

Fun for Chris, Blossom Randall, Albert Whitman.

The Strange Story of Oliver Jones, Jack Korsak, Mid-American Publishing Company.

Some Children Are, Jo Oslo, National Conference of Christians and Jews.

The Big, Big World and the People in It, Willard Johnson, National Conference of Christians and Jews.

Title: All About Me

Unit: Lessons to strengthen self image

Grade Level: 4 - 6

Length of Activity: Adaptable

Human Relations Concepts to be Taught:

Each individual needs to know that he is an integral part of the class.
Everyone must feel that he can contribute to the group.
Everyone needs to feel important as an individual.
Self-esteem is fundamental to personal security.
A positive self-image is rudimentary to learning.

Attitudinal and Behavioral Objectives:

To feel good about oneself.
To exhibit a sense of belonging.
To become aware of individual worth.
To appreciate personal contributions to the group.
To discover self-identity.
To be willing to participate in class activities.

Teaching Techniques and Learning Activities:

Utilize the following activities either individually or together. They can be adapted to a wide range of teaching situations. These activities would be most purposeful at the beginning of the school year during the adjustment stage.

1. SELF PORTRAIT

During the hectic opening days of school, try this single exercise to help the students feel a little more secure.

A. Draw a picture or caricature of yourself on the board. Emphasize special physical characteristics. Don't be afraid of a little laughter — it's a good opener.
B. Have the students draw portraits of themselves. They will probably be funny and a little silly. Good! This is the first step toward better relations. Let them tell about their pictures and display them.
C. After a few days, try the same procedure again, this time without the caricature. Students will usually respond accordingly. The pictures will be a little more serious and more meaningful to them.
D. Use the pictures for display. Hang them on the walls or bulletin boards.
E. Throughout the year, repeat the use of self-portraits with different art media.

2. WRITE AN AUTOBIOGRAPHY

A. Read an autobiography of a famous person to the class.
B. Discuss the content of the autobiography.
C. Read a short autobiography of the teacher's own life to give ideas and spark enthusiasm.
D. List on the board content found in the biographies read. Include: vital statistics, hobbies, interests, likes and dislikes, friends, and goals.
E. Have the students write an autobiography.
F. Have them illustrate a cover for their booklet and insert the autobiography. Read, discuss, circulate, and display the results.

3. KEEP THE LINES OF COMMUNICATION OPEN

A. Tell the students that it is very important for the teacher to know as much about his students as possible so that he can help them whenever it is necessary. Explain that they will make a very special folder that will be their private communication with the teacher. Everything that they put in the folder will be something they want the teacher to see.

B. Have each child make an "All About Me" folder and decorate it any way that suits him.
Examples: a self portrait, a special picture, a photograph, a special design or lettering — anything he chooses or nothing at all.

C. Throughout the year, have the children insert in the folder items such as an autobiography, a picture he wants to share with the teacher, a poem he wrote, a request for special help, a personal letter telling what the teacher needs to know to teach the student better, a list of the most important things a teacher should do, a note about what the class needs in order to learn better.

D. Spend some time at regular intervals looking through each folder. The teacher may then wish to have a conference with the child, arrange for academic help, give a word of encouragement, or anything else that seems appropriate.

E. Allow the child to eliminate out-of-date items as he desires.

Resources:

A Teaching Program in Human Behavior and Mental Health, Books, I-VI, University of Iowa.

INTERMEDIATE

Title: Identifying Different Attitudes

Grade Level: 4 - 6

Length of Activity: Adaptable

Human Relations Concepts to be Taught:

Each student brings to school different emotions, opinions, and aspirations which affect his view of the teacher, school, and community.

Attitudinal and Behavioral Objectives:

To express oneself freely.

To communicate with the teacher.

To discuss, in school, common experiences and problems.

Teaching Techniques and Learning Activities:

Rationale:

The following instrument is a springboard for what can be a full year of activities designed to explore the personal and group concerns expressed by a class. Through the examination of the survey, the teacher can begin to assess some common values, perceptions, emotions and goals expressed by his students. Such knowledge is a valuable tool for a teacher who wishes to use it. Although this instrument may be used to get to know a child better, it is not intended to be used to analyze a particular child. It is very important that the results of the survey be read objectively by the teacher so that a truly honest answer is not interpreted as a personal attitude toward the teacher.

A. The teacher should experience at least one of the following references before beginning this activity:

Films:

Incident on Wilson Street, NEA.
Children Without, Anti-Defamation League of B'nai B'rith.
Sixteen in Webster Grove, Dartmouth Films or Carousel Films.
The Neglected, International Film Bureau.

Books:

The Vanishing Adolescent, Edgar J. Friedenberg, Dell Publishing Company.
Negro Self-Concept, Kvaraceus, Gibson, Patterson; McGraw-Hill Book Company.

B. Hand out duplicated copies of the following sentence stubs:

1. When I grow up ....
2. Happiness is ....
3. When I'm happy ....
4. Dirty fingernails ....
5. If someone calls me a name, I would ....
6. I feel comfortable with ....
7. If only ....
8. One thing about my mother ....
9. If a teacher corrects me in front of the class ....
10. The best thing about school ....
11. I am embarrassed when ....
12. The trouble with my neighbors ....
13. The subjects taught at our school ....

14. The best thing about teachers ....
15. If there was a large group of students of another race in our school, the school would ....
....
16. If I had to walk through the city at night ....
17. I am very sad when ....
18. People who wear glasses ....
19. The worst thing about school is ....
20. The worst thing about teachers ....
21. When it comes to Negroes ....
22. If I brought home a Puerto Rican friend, my father would ....
23. My father and I ....
24. People usually ....
25. If I could change ....
26. (Community name) would be spoiled if ....
27. I get in trouble at home when ....
28. Success is ....
29. Failure is ....
30. When I see people who are different ....
31. The people who go to my church ....
32. Fat people are ....
33. What really makes me mad ....
34. One day I will ....
35. The worst thing you can do around here ....
36. Living here is ....
37. I look forward to the school day ending because ....
38. If Negroes would only ....
39. My friends ....
40. Love is ....

C. Tell the students to complete the sentences with their own ideas. Assure them that there are no "right" answers and the papers will not be graded. The teacher may or may not require the student to sign the sheets, depending on his intentions for using the results.

D. The teacher will notice that the items fall into categories:

The future: 1,34
Emotions: 2, 3, 5, 9, 11, 17, 33, 40
Family: 8,23,27
Relationships with friends: 6,39
Community: 12, 16, 26, 31, 36
Minority groups: 15,21,22,38
People: 4,18,24,30,32
School: 10,13,14,19,20,28,29,35,37
Wishes: 7,25

Additional categories may result from the kinds of answers given.
Example: fears, prejudices, positive attitudes, negative attitudes and many more.

E. With the sentence completions as data, many kinds of activities may be planned.

1. Class discussions: Read the items to the children and discuss to satisfy the following objectives.

To discover that many people share the same feelings about the some things.
To discover that people have different views about similar things.
To decide how to change something that is unsatisfying.
To define a problem.

2. **Language Lessons:**
   - A. The teacher may assign one particularly controversial item as a title for an essay or paragraph.
   - B. Direct the children to choose one of the items as a composition topic.
   - C. Use the children's responses about emotions to initiate a poetry unit.
   - D. Compare emotional responses to descriptions of emotions in literature.

3. **Social Studies:**
   - A. Counteract prejudices with facts.
   - B. Learn the contributions of minority groups.
   - C. Expand their acceptance of differences by inviting visitors representing a wide diversity of backgrounds.

4. **Role-playing:** (See: Role-playing Techniques, p. 173)

   To help them learn to cope with difficult situations, act out an embarrassing moment, a very sad moment, a success, a failure, or a future role.

5. **Teacher behavior:**

   As a result of reading a class's responses, the teacher may decide to alter his own behavior.

INTERMEDIATE

Title: Walk in the Shoes of Another — A Series of Role-playing Situations

Grade Level: 4 - 6

Length of Activity: Adaptable

Human Relations Concepts to be Taught:

People need to be accepted on their own merits.

Encounters with conflicting ideas and values shape more rational evaluations.

Attitudinal and Behavioral Objectives:

To experience the emotions of others.

To discover alternative solutions.

To widen individual perspectives.

To compromise conflicting ideas and values.

To encounter other points of view.

Teaching Techniques and Learning Activities:

Role-playing: (See Role-playing Techniques, p. 173).

With each situation, present background material.

Have students discuss possible solutions and the people who would be involved in each.

Using students' suggestions, set up various problem-solving role-playing situations.

Have students evaluate the solutions presented.

1. THE BIRTHDAY PARTY

Background:

Mary's parents are planning a large party for her twelfth birthday. Mary wants to invite many of her classmates, including Susan, a Negro. Although Mary's parents are uneasy about Susan's invitation, they concede to her wishes. Before the invitation is extended however, Mary discovers that two of her closest friends, Sally and Jane, are strongly opposed to Susan's presence at the party. They accept Susan as a "friend" at school, but they have no desire to cultivate her friendship outside of school activities. The two girls resent Mary's attempt to include Susan as a member of their social group.

Situation:

Mary is walking to school with Sally and Jane. She is very disturbed about the girls' attitude toward Susan and she is trying to persuade them to change their minds. Both of the girls insist that they will not come to the party if Susan does. They further threaten that if Mary persists in her "folly," they will encourage her other friends to boycott the party also. Mary stubbornly tries to avoid the dilemma of conflicting friendships. She does not want to jeopardize her group status or to alienate longtime friends, and yet she feels a strong sense of loyalty to Susan and she is angry at the premium that Sally and Jane have placed on their friendship.

At this point the three girls are joined by Susan and Kathy. Kathy was in on the initial planning of the party and she shares Mary's attitude about Susan. She is unaware of the conflict that has developed and she has innocently mentioned the coming party to Susan assuming that she will be invited. Susan has been a companion in the school life of these four girls since the beginning of the school year and she has every reason to believe that she will be invited to the party.

The positions of the four girls must be resolved during this encounter.

An alternative situation could be introduced in which Susan's invitation had already been extended before Mary learned of Jane's and Sally's opposition. In this case, Mary would be faced with group pressure to withdraw the invitation.

2. A VERY FOUL BALL

Background:

The Tigers have had a very "hot" season and ended up as the champs of the city's little league. Much of their success has been due to their star pitcher, Duke, the only Negro member of the team. As champions of the league, the Tigers have an invitation to a playoff game to determine the division championship. This is a coveted prize that has been eagerly anticipated by the entire team. The playoff game, however, is to be played at Bigotown, the wealthy and restricted suburban home town of the rival team. The Tigers' coach has been advised that if his team accepts the invitation, Duke will not be able to accompany them because of local restrictions. The coach has informed the players of the situation, but Duke has not been told of the invitation. The coach is very upset, but he has left the decision to the players, agreeing to abide by whatever decision they reach.

Situation:

Seven members of the Tigers have gathered at their home field to discuss the invitation. The boys all like and admire Duke and this is the first time that their friendship has been put to a test. The boys have mixed emotions about the situation. Pete and Ted are openly incensed at the rival team's biogtry and are in favor of a flat refusal of the playoff bid. John, Sal and Vic find the offer too tempting to refuse, and although they dislike the restriction, they offer many excuses to justify their participation in the game. Luke and Joe remain undecided. They want very much to play in the game but they also want to remain loyal to Duke. None of the boys know how they can break the news to Duke.

At this point Duke arrives on the scene. He has misplaced his sweater and hopes that he has left it in the dugout. He is surprised to find the other members of the team there and wants to know what's going on. The boys are forced to resolve the situation in Duke's presence.

3. FAREWELL, P.S. 24

Background:

The neighborhood parents of the graduating sixth grade class have planned a festive picnic for the day following school closing. The affair is intended as an expression of parental pride and no expense or effort has been spared in order to insure a day of merriment that will long be remembered.

A question is raised about accommodation for the seventeen Negro bus students who are members of the class. After a short discussion, it is arbitrarily decided by the committee that the bus children are not residents of the neighborhood, and as the picnic is a neighborhood social affair, they would not be included. Other excuses are offered to justify exclusions such as: difficulty of transportation, differences in interest, different social and cultural patterns, etc.

Verbal invitations have been passed throughout the neighborhood and the children are advised of the many reasons why it would not be "practical" to include their Negro classmates. The teachers and principal are very disturbed over the arrangements, but they have no control over the affair which does not fall within the realm of the school's jurisdiction. Such a momentous occasion can not remain secret for long, and soon the entire school is aware of the coming sixth grade picnic.

Situation:

John, Mary and Kay are waiting on the playground for the first bell. They are eagerly anticipating the final three days of school and the "big day" that will follow. They are joined by three Negro classmates — Paul, Helen and Steve. In the exchange of greetings, it is obvious that a terrible misunderstanding has developed. The three excited bus students have a bevy of questions about the picnic: What time do we come? How do we dress? Will it really last all day? Who do we see about a ride? Do we have to bring something? Is everything free?

The embarrassed trio respond with shocked silence. What can they say? What do they do?

At this point Larry, a bystander who has overheard the conversation, joins the group and cruelly blurts out, "You bus kids aren't invited. It's for white kids only!"

Play this one by ear from this point on.

4. ACCEPT ME FOR MYSELF

Background:

Everyone liked Jane. She always had lots of friends and that was understandable because she was such a good friend to have. The girls liked her. She was nice and liked to have fun. She never gossiped about anyone and would help whenever someone needed help. The boys liked Jane because she wasn't a sissy and they thought she was fun. There was no doubt that Jane was "in." There was no reason to believe anyone would ever change their opinion of her.

Jane had an older brother and sister and a younger brother. They and their parents got along very well. Maybe that was because they helped each other a lot. One time Jane's older brother was in trouble. He was arrested because he was caught stealing. Some families really would have been angry. Jane's family decided that Jim needed all their help. Together they worked hard to find out why Jim had stolen; they worked hard to help him to change his behavior. They were confident that they could solve this problem. Jane loved her brother and did her part too.

It was at this time that something began to happen. Afterward Jane decided it had begun one day on the way to school. When she called for Amy, as she did every morning, Amy said she would walk with Sue instead. When she got to school, everyone was talking in an excited group. Jane rushed to find out the news. But when she approached, everyone seemed to forget the news and they walked away.

Every day little unusual things happened. Frank spilled Jane's papers on the floor and then claimed it was an accident. Jane knew it wasn't. Sue refused to help with Jane's math problem. After a while Jane was really puzzled.

Situation:

Finally as she left the building at 3:00 one day, it happened. A bunch of her friends were outside. When they saw her, Paul announced, "Here she comes." Someone else said, "You mean the sister of the thief?" "Yeah, better watch out." "She may take your new ski gloves," a third remarked. Jane was shocked. What should she do?

5. WHERE MAY PEOPLE LIVE?

The following role-playing situation may result from any one of these circumstances: a child's family sells its house, current events study includes news about an open-housing dispute, a Negro or other minority group moves into the community. It may be treated in two separate sessions.

Background:

Niceville is a pleasant suburban community. Most of the houses are one-family and they all have lawns in front and yards in back. The people are proud of their school system. They hope that their children will follow in their father's footsteps and become doctors, lawyers and businessmen.

The Smiths have been living in Niceville for about fifteen years. Mr. Smith will soon have a new job and will have to move to a new town. The Smiths are discussing selling their house, when the real estate agent arrives with some clients, the Corellis and the Joneses. The Smiths are surprised and would not like to sell to either.

Roles:

Mr. Smith likes to keep his house very neat. He has taken such pride in his house that he has carefully watched to see that no one spoils it. He constantly chases small boys away from his property and watches with suspicion people who walk dogs in front of his house.

Mrs. Smith has made many friends in the neighborhood because they are so much alike. The neighbors are proud of being members of a group which has been in America since colonial times. They are not happy with "foreign Americans" who have different ways. They are not happy with "black Americans" either.

The Corelli Family (any number) are Italian-Americans who want to buy the Smith house. The Corellis are proud of their Italian heritage and also proud to be Americans. They want to live in Niceville so that their children will grow up in good surroundings.

The Jones Family (any number) are Afro-Americans who want to buy the Smith house. The Jones want to move to Niceville so that their children can go to the good schools that are there.

The Real Estate Agent wants to sell the Smith house as quickly as possible and with no trouble.

Resources:

For additional role-playing situations:

Books:

Critical Incidents, Dr. James D. Hoffman, The Instructional Fair.

A Teaching Program for Human Behavior and Mental Health Books for Grades I - VI, The University of Iowa.

INTERMEDIATE

Title: Who We Are — Our Culture and Heritage

Grade Level: 4 - 6

Length of Activity: Adaptable

Human Relations Concepts to be Taught:

Americans are products of many divers cultures and origins.

All nationalities, races, and creeds have contributed to our eclectic American culture.

The faces of Americans are manifold and multiform.

American English reflects the eclectic nature of our culture.

Minority group children need reinforcement of their status as Americans.

Attitudinal and Behavioral Objectives:

To recognize the contributions of many different peoples in our American heritage.

To become aware of the benefits derived from the rich variety of our multi-ethnic culture.

To stimulate individual pride in family origins and traditions.

To recognize that Americans can not be identifed by qualifications of race, religion or national origin.

Teaching Techniques and Learning Activities:

The following activities can be advantageously used to help a student identify as an individual and as a member of a group. They are particularly helpful to minority group children.

1. PUT THE "WE" IN HISTORY
   - A. Pose a series of questions and have students respond by a show of hands:
     Example: How many of you have ancestors from Italy? Ireland? Germany? England? Israel? France? Japan? Africa? Poland?
   - B. Ask directly: What have your people done for America?
   - C. Accept responses, and then direct students to go home and ask their parents, grandparents, and friends.
   - D. The next day, share information. List briefly on the board and categorize.
     Example: clothes, food, customs.
   - E. Suggest some information they may not have found. Encourage greater curiosity and suggest they find more material through reading and interviews.
   - F. Have children report their findings via one or more of the following media: composition, speech, newscast, interview, skit, poster, chart, mural, story, or any informative demonstration or display.
   - G. Follow up with a bulletin board or display of student materials to dramatize America's multi-ethnic heritage.

2. SCAVENGER HUNT: OUR ENGLISH LANGUAGE
   - A. Place the following words on the board: bandit, shawl, tobacco.
   - B. Discuss the meaning of each word. Let the children guess the country from which the word came. Have them look up each word and its origin. Explain that, like our culture, our daily language is indebted to many peoples, nations, and races.
   - C. Have the children list on the board the major languages of the world. Then let the children use a standard dictionary or any other reference source to research the origins of words on the list below. (Teacher may have to teach dictionary entries before having students tackle this assignment.)

Basic Word List for Scavenger Hunt

Arabic
sofa
lemon
coffee
candy
soda
cipher
assassin
cotton
alcohol
giraffe
hazard

Persian
check
shawl
caravan
buckram
bazaar
khaki

Sanskrit & Hindu
sugar
crimson
thug
jungle

Spanish
cigar
patio
cargo
banana
adobe

Italian
balcony
balloon
pilot
violin
career
bandit

Latin
desk
calendar
color
eagle
camp
pillow
number
barber
enjoy
fact
ink
item

Hebrew
jubilee
kosher

Japanese
ju jitsu
kamikaze

Chinese
tea
kow tow

Hungarian
goulash
coach

Egyptian
gum

African
juke joint

Eskimo
kayak

Malayan
taboo
bamboo
camphor
catchup
(catsup)

French
artist
barrel
flavor
perfume

Polish
polka

Anglo Saxon
dairy
coal
cradle
dark
dog
ear
earth
edge
light
empty
feather
field
fire
floor
game
gate
goat
gold
half
hammer
heart
ice
comb
apple
snow
smoke
sleep

German & Dutch
damp
cramp
deck
dunk
kindergarten
brunette
golf
sled
smuggle
freight
hex

Old Norse & Scandinavian
skirt
hail (v.t)
rag
skin
crook
skill
egg
ski
fellow
bang
ill

Greek
cider
guitar
butter
paper
crown
echo
planet
hour
hymn
idea

American Indian
tobacco
potato
skunk
chocolate
pecan
toboggan
hurricane
tomahawk

D. Have students prepare a bulletin board display on words, their origins, and adoption in English.

Resources:

See: English Guide, English — The Great Borrower, p. 103.

INTERMEDIATE

Title: The Ideal and Reality

Unit: Views of American History

Grade Level: 4 - 6

Length of Activity: One or two lessons

Human Relations Concepts to be Taught:

When people's ideals and reality are far apart, they try various means to bring them closer together.

Attitudinal and Behavioral Objectives:

To be able to identify an idealized situation.
To attempt to identify the real aspects of a situation.
To recognize and enumerate ways people have tried to effect change.

Teaching Techniques and Learning Activities:

Introduction:

Use this at the beginning of the school year so that it can be drawn upon as the study progresses or use it before using any one of the activities which follow.

1. DREAMS
   A. Ask children to share their dreams (daydreams). Discuss briefly:
      Will your dreams come true?
      How might they come true?
      What is the difference between your life (or activities) now and how your dreams would like it (them) to be?
      Will all your dreams come true?
      What steps might you take to try to make your dreams come true?
   B. Introduce Vocabulary:
      REAL — our world as it is.
      IDEAL — our world as we would like it to be.
   C. Read the poem "Dreams" by Langston Hughes to the students.
   D. Discuss:
      What is Mr. Hughes' advice about dreams?
      Would he think dreams are good for people or not?
      What do you think?
      Can an ideal world become the real world?

Some or all of the following suggestions may be used at appropriate times to aid the children to see ideals and reality in conflict:

2. COLONIAL TIMES
   A. Present idea that many people were upset by King George's policy.
   B. Discuss that policy:
      What were the Colonists expected to do?
      How did they feel about it?
      What methods did they try for changing the policy? Results?
      What were their ideals?

C. Assign the children the task of finding ways the colonists expressed their ideals. (Patrick Henry's speech, the Continental Congress, the Boston Tea Party, etc.)

Discuss:

Was everyone in agreement with these ideals? (Tories?)

What final actions did the colonists take to bring their ideals and reality close together?

How did the settlers insure that their ideals might be safe?

Was the ideal the same "real" world for everyone? (slaves? women?)

3. CIVIL WAR

A. Initiate discussion: Before 1860 what was the real world like for each of these groups?

Northerners?
Southern plantation owners?
Slaves?
Free Negroes?

What was the difference between their ideals and the reality described by Harriet Beecher Stowe in **Uncle Tom's Cabin** and by the abolitionists?

B. Show the film: **A History of the Negro in America,** parts 1 and 2, McGraw-Hill Co.

C. Have the children find some ways that people of the time tried to bring their ideals and reality closer together. (compromises, John Brown's raid, the Civil War, amending the Constitution.)

D. Read or sing and discuss the song, **John Brown's Body.**

JOHN BROWN'S BODY

John Brown's body lies a-mouldering in the grave,
John Brown's body lies a-mouldering in the grave,
John Brown's body lies a-mouldering in the grave,
But his soul goes marching on.

Chorus — Glory, Glory Hallelujah — Glory, Glory Hallelujah — Glory, Glory Hallelujah
But his soul goes marching on.

The stars above in heaven are a-lookin' kindly down,
The stars above in heaven are a-lookin' kindly down,
The stars above in heaven are a-lookin' kindly down,
On the grave of old John Brown.

Chorus

He captured Harper's Ferry with his nineteen men so true,
He frightened old Virginia 'til she trembled through and through.
They hanged him for a traitor, they themselves the traitor crew,
But his soul goes marching on.

Chorus

Well, he's gone to be a soldier in the army of the Lord,
Well, he's gone to be a soldier in the army of the Lord,
Well, he's gone to be a soldier in the army of the Lord,
But his soul goes marching on.

Chorus

4. IMMIGRATION

A. Have the children list as many groups of immigrants as they can find from pilgrims to Hungarian Freedom Fighters.

B. Read, research, and discuss what kinds of reality convinced the immigrants that they should leave their homes. What did they expect to find in America?

C. Present references to expand the student's understanding of the immigrants' condition.

Example:

IRISH FAMINE SONG

Oh, the praties* they grow small over here, over here,
Yes, the praties they grow small over here,
Oh, the praties they grow small but we eat them coats and all,
Yes, we eat them coats and all over here.

Now I wish that we were geese, night and morn, night and morn
Yes, I wish that we were geese, night and morn
Oh, I wish that we were geese, who can fly and take their ease,
And can die and take their place, eating corn, eating corn.

Repeat first verse.

*praties — potatoes.

Example:

Read "Refugee in America" by Langston Hughes.

D. Show the film: **Land of Immigrants,** Churchill Films, Inc.

E. Discuss:

What new reality did they find? (discrimination, poverty)
How did they overcome this reality to reach their ideal?
Include in this discussion such migrant groups as southern Negroes and Puerto Ricans.

5. CIVIL RIGHTS

A. Examine documents that state our ideals about the rights of American citizens. (Declaration of Independence; Bill of Rights; Amendments Thirteen, Fourteen and Fifteen to the Constitution.

B. Discuss:

Do all American citizens enjoy these rights?
What about the Negro? Has he been included in the ideal?

C. Read the poem "A Dream Deferred" by Langston Hughes.

D. Discuss:

Have you ever hoped for something and then been told that you must wait?
How did you feel? What did you do?
What does Mr. Hughes suggest may happen to a dream that had to wait?
According to Mr. Hughes, how might people act?
Tell the children that Langston Hughes is a Negro poet. What experience might he have had which suggested this poem to him?

E. Show the film, **A History of the Negro in America,** Part 3, McGraw-Hill Co.

F. Discuss:

What means are being used to try to bring reality closer to the ideal? (marches, demonstrations, campaigns for registering voters, riots, sit-ins, Supreme Court decisions.)
With what success?

Resources:

Books:

Reflections on a Gift of Watermelon Pickle, edited by Dunning, Lueders, and Smith, Scholastic Book Services.
Uncle Tom's Cabin, Harriet Beecher Stowe, Doubleday.
The Panther and the Lash, Langston Hughes, Alfred A. Knopf, Inc.

Films:

A History of the Negro in America (3 reels) McGraw-Hill Company.
Land of Immigrants, Churchill Films, Inc.

Record:

John Brown's Body, Anti-Defamation League of B'nai B'rith.

INTERMEDIATE

Title: Exploding the Myths of Prejudice

Unit: Various activities concerned with prejudice and science

Grade Level: 4 - 6

Length of Activity: Adaptable

Human Relations Concepts to be Taught:

Man belongs to one biological family.
No group is innately superior to another.
Myths and legends about races and ethnic groups have little basis in scientific fact.

Attitudinal and Behavioral Objectives:

To avoid using physical appearance as a criterion for judging the worth and capabilities of others.

To base judgments and relationships with other people upon each individual, not upon the group to which he belongs.

To recognize when prejudgments about a group are being made.

Teaching Techniques and Learning Activities:

1. INHERITED PHYSICAL CHARACTERISTICS (two sessions)

   A. Eyes

      1. Arrange seating so that children with brown eyes are separated from children with blue eyes without explaining this to the children.

      2. Talk to the brown eyes as if they were a specially chosen group, worthy of special privileges. Continue to praise this group for awhile. If no one objects or asks the basis of choice, ask what they think of the arrangement, how it makes them feel, and how they think they were chosen.

      3. Tell them about the arrangement:

         Now what do they think?

         Does eye color make a difference?

         Do brown eyes see better than blue?

         Are blue-eyed people better than brown?

         Why do people have different eye color?

         You can do the same type of introductory work with straight or curly hair, long or short hair, or any other arbitrary physical characteristic.

      4. Discuss validity of using eye color as a basis for judgments.

         Would you choose people for privileges because of eye color?
         Hair style? Height?

      5. Have each student choose one of the following activities:

         a. Prepare a skit in which judgments are based solely on a physical characteristic.

         b. Write a composition or draw a picture about what the world would be like if everyone looked the same.

   B. Skin Color

      1. Review conclusions on eye color and then ask students:

         Does skin color make a difference?

         Are people with black skin different from people with white?

         Is it better to have white skin than brown?

2. Hold a white sheet of paper next to a "white" person.

   Would you really like to be white?

   What causes some people to be white and some black or brown?

3. Provide a simple explanation of skin color.

   Example: The chemical bases of skin color are melanin, which produces brown color, and carotene, which produces a yellowish color. All people (except Albinos) have both melanin and carotene in their skin. Complexion depends on how much of each is present. More melanin produces dark skin. A great deal of carotene produces yellowish skin. Not much of either results in "white" skin. Freckles are a concentration of melanin. Sun stimulates the body's production of melanin — thus suntan!

Resources:

Book:

All About Us, Eva Knox Evans, Golden Press.

Pamphlets:

Red Man, White Man, African Chief, Marguerite Derne, M. D., Medical Books for Children.

Sense and Nonsense About Race, Ethel J. Alpenfels, Friendship Press.

Film:

Color of Man, Sterling Educational Films.

2. DISSEMINATION OF THE RACES (two sessions)

A. Introduction: Bring in a bunch of celery. As the children watch, tear off several stalks and put one each in a glass of red, blue, green and yellow vegetable dye in a heavy concentration. Have someone describe what he saw. Put this arrangement aside for several hours or overnight. When the class looks again the celery will have changed in some way. Discuss briefly.

B. The family of man:

1. Draw a parallel between the celery and the development of color differences in man.
2. Explain: Each stalk of celery came from the same bunch but when its environment changed, the stalk changed. Scientists believe that all people began as part of the same "bunch" somewhere in East Africa many years ago. Then slowly they began to move away from this area.
3. Ask: Why do you think people may have spread out?
4. In response to the above question, compile a list, such as: changes in climate; food supply; population; and others the children may think of.
5. Explain: After many, many years the people began to look different. As people moved, they encountered new surroundings. Some dark people survived better in places where the sun is direct. Where the rays of the sun are oblique, more light-color people survived. Natural equipment helped man to survive in new locations. The melanin in dark skin helps to filter out some harmful rays of the sun while the lack of melanin allows sun to enter the body in large quantities where the sun's rays are weak. Now man can live in many different climates without danger because we have invented artificial equipment such as special clothing, sunglasses, vitamins, and shelters. Other kinds of differences, such as size and eye shape occurred when large groups of people were isolated from each other.
6. Concluding Activity: Assign research on what kinds of characteristics are inherited and what characteristics are learned.

3. EXPLODING THE MYTHS OF PREJUDICE (two sessions)

A. Have the children write their own endings for the following sentence stubs. Ignore grammar and spelling so that the children may more fully concentrate on the ideas involved.

Prejudice is ....

Negroes are ....

All Jewish people ....

People who are black ....

The smartest people in the world ....

You can tell a Negro by his ....

Race is ....

People's skin is of different colors because ....

One group of people who have never accomplished anything ....

You can identify a Jew by ....

People with German blood and people with English blood ....

All Africans ....

B. Show the filmstrip: **Exploding the Myths of Prejudice, Warren Schloat Poductions.**

C. Allow the children to comment. Then give them the opportunity to rewrite their completion of the sentence stubs, if they wish. Ask volunteers to tell what changes they made.

D. Compile the responses that vary and submit them to the class for discussion.
   Do they agree with the various responses?
   Is there a right answer?
   Have some people jumped to conclusions?

Resources:

Filmstrip:

Exploding the Myths of Prejudice, Warren Schloat Productions.

INTERMEDIATE

Title: How We Behave

Unit: Lessons about behavior — some of its causes and effects.

Grade Level: 4 - 6

Length of Activity: One - two days; adaptable.

Human Relations Concepts to be Taught:

A person's behavior affects the way others feel about him.
Behavior is affected by environment and tradition.
One carries his culture with him wherever he goes.
It is easy to misunderstand someone else's behavior.

Attitudinal and Behavioral Objectives:

To see how classmates rate types of behavior.
To compare the behavior they like with the behavior they exhibit.
To define culture.
To identify situations in which people exhibit culturally based behavior.
To become more accepting of different ethnic practices.

Teaching Techniques and Learning Activities:

1. WHAT KIND OF BEHAVIOR DO WE LIKE? (Two sessions)

   A. Explain the concept of a continuum to the class. A continuum is a scale with opposite ideas at each end and shades of difference between.

      Example: A grade scale (A, B, C, D, E) is a continuum. Age is a continuum: when you are too young to do something, then you are almost old enough, then old enough, then almost too old and finally too old.

   B. Require the class to respond to two continuums. Tell them that they are going to collect some information (data) that will help them to think about how they would like people to behave. Hand each student a sheet with the following chart:

CHART:

I. SCALE

1. People I like very much.
2. People I like.
4. People I don't like or dislike.
4. People I dislike.
5. People I dislike very much.

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....

II. SCALE

1. Almost always
2. Usually
3. Sometimes
4. Seldom
5. Never

1........................

2........................

3........................

4........................

5........................

6........................

7........................

8........................

C. Read the following statements. Have the students record the number from the scale that most expresses how they feel about the statement. Direct the students not to put their names on these responses, and urge them to be as honest as they can.

I. How do you feel about people who:

1. are usually happy?
2. greet you with a smile?
3. laugh when you make a mistake?
4. like you even if you are different from them?
5. expect you to believe what they believe?
6. tell things about people they wouldn't say to them?
7. tell the teacher whenever they see things they do not like?
8. admit when they don't follow the rules?

II. I personally:

1. am happy.
2. greet people with a smile.
3. think it's funny when people make mistakes.
4. like people who are different from me.
5. expect people to believe what I believe.
6. tell things about people I would not say to them.
7. tell the teacher whenever I see things I do not like.
8. admit when I don't follow the rules.

D. Collect the papers and find a class average for each response. (This is a good arithmetic activity for some or all of the class.)

Method:

1. Tally the number of checks for each point on the continuum.
2. Multiply the number of checks by the number of that point on the continuum.

   Example: If four people check number two on the continuum, "people I like," then the score for that response is 4×2=8.
3. Do this for all eight questions in each of the five categories.
4. For each question in the survey add up the score from each of the five points and divide by the number of children in the class. The resulting number is the average for that question.

E. Present the results of the survey. Fill in the following chart on the blackboard. As you record each item, discuss ideas.

CHART:

Questions:	1	2	3	4	5	6	7	8
Responses: a.								
b.								

Suggested questions for discussion on chart:

How do your responses compare with the class response?

How do responses to scale I and II compare?

How important is it that the response to the two scales agree?

How important is it that your answers agree with the group?

What do differences mean?

2. CULTURAL BAGGAGE — IMMIGRATION

A. Present the idea that when a person moves from one country to another to live, he carries many things with him. List some things people may take with them when they move.

B. Lead students to awareness of intangible cultural possessions.

Example: One kind of baggage isn't made up of suitcases or things you can carry. It is called **Cultural Baggage.** Cultural baggage is the customs, traditions, tastes, habits and special ways of thinking and doing things that people begin to learn when they are born. Many of your families moved to this country at one time or another. List some items of cultural baggage they brought with them.

C. Discuss why immigrants carry so much cultural baggage. Have students give personal observations of the ways Americans react toward this "baggage."

D. Initiate a role-playing situation: (See Role-playing Techniques, p. 173.)

Roles:

1. A newly arrived immigrant.
2. An American who is making fun.
3. An American who will explain about cultural baggage.

E. Have students list as many ethnic backgrounds represented in our country as they can. Try to go from A to Z; find out what baggage these ethnic groups brought which is common American practice now.

Example: spaghetti, hot dogs, pierced ears, sandals, Christmas trees, barbecue.

F. Assign students to write an essay, choosing one of these subjects:

The cultural baggage my family brought to America.

The cultural baggage I would take to another country.

G. Vocabulary: immigration, ethnic, culture, cultural baggage.

3. CULTURAL BAGGAGE — MIGRATION

A. Sometimes people move from one place to another within a country. Migrans also carry cultural baggage. Have students suggest what cultural baggage would move vith people from country to city; city to suburbs; an all black neighborhood to an all white neighborhood.

B. Discuss the advantages and disadvantages of cultural baggage when moving

How does cultural baggage make moving more difficult?

Should people be expected to leave their cultural baggage behind? Why would yo want them to?

What might you do if you met someone who has a load of cultural baggage? If someone from a different neighborhood was in your room at school?

C. Present some materials that will help understanding of how some people have felt about their homes:

1. **Apartment House**

A filing-cabinet of human lives
Where people swarm like bees in tunneled hives,
Each to his own cell in the towered comb,
Identical and cramped — we call it home.

Gerald Raftery, **Reflections on a Gift of Watermelon Pickle,** Dunning, Lueders and Smith, Scholastic Book Services, reprinted through permission of the **New York Sun.**

D. Read and hand out some materials from **36 Children,** Herbert Kohl, The New American Library, pp. 36-42.

E. Discuss ideas such as:

How does Gerald Raftery feel about living in an apartment house?

How would he feel if he lived in a single house with a lawn around it?

Would he have to change some behavior if he moved?

F. Discuss the same points concerning the black children's descriptions of their block in **36 Children.**

Additional Resource:

Transparency master: Negro Migration — 1910 to 1960 in (Senior) **Scholastic Teacher,** January 18, 1968.

4. CULTURAL BAGGAGE — SLAVERY

A. Present idea that when slaves were brought to this country, they also had cultural baggage.

Example:

Families were split up.

Slaves were separated from other Africans who spoke the same language.

They were expected to do new kinds of work.

They were not as free as they had been in Africa.

They were taught a new religion.

They were not free to choose in a country where the culture allowed everyone else to choose.

B. Open discussion:

How would you feel if you had to leave all your cultural baggage behind?

How do you think the Africans felt?

What do you suppose they did? (Some lost hope; some tried to rebel.)

Related Activities:

Use the same approach to study: multi-ethnic character of Israel; Arab refugees; language problems in India; slavery at any time in history; a newly integrated school; barbarian invasions of Rome or Assyrian invasions of Babylonia; the colonization of Africa, Southeast Asia, or the Americas by European nations.

Resources:

Books:

36 Children, Kohl, New American Library.

Reflections on a Gift of Watermelon Pickle, Dunning, Lueders and Smith, Scholastic Book Services.

Magazine:

Scholastic Teacher (Senior), January 18, 1968.

SOCIAL STUDIES

SECONDARY

Title: Poverty

Grade Level: 7 - 12

Length of Activity: Five class periods

Human Relations Concept to be Taught:

Poverty is a major problem in modern American Society.

Attitudinal and Behavioral Objectives:

To realize that poverty in America is "invisible" to most Americans.

To understand the effect of the slums on one's thinking and mode of life.

Teaching Techniques and Learning Activities:

1. Ask for a group of volunteers to go window-shopping after school, assigning each member of the group the task of "paying" the least possible amount for each article of clothing. The list of articles to be bought would include: a pair of shoes, trousers, shirt, socks (male members of the team); shoes, dress or skirt and blouse, stockings (female members of the team).

2. The next day, ask for the individual results of the "shopping trip" in total amounts "paid." List on the board the items and the cheapest price "paid" for them.

   A. Raise the following questions with the class:

      How well could a poor family dress in our society?

      Would this mask their poverty?

      Could one say that America has the best dressed poor in the world?

      At this point, ask for student volunteers to report to the class the next day on the "visible" nature of poverty in other cultures — African, European, Asian.

   B. Ask the class for other reasons for the "invisibility" of the poor in America. Possible responses might include: modern superhighways now bypass the slum areas of American cities, making it unnecessary for most Americans to have to encounter poverty; the poor's lack of political voice or of lobbyist power curtails any real impact on the political decision-making process.

   C. Assign students to research minimum wage laws and to list those working groups that are not presently covered by these laws. The conclusions which will be drawn from this listing will be that millions of American poor are not covered by legislation.

3. Ask students to research the living conditions, earning power, and the life expectancy of the poor as contrasted with middle-class Americans. Middle-class students should become more aware of the atmosphere of hopelessness that pervades the lives of the poor. A class discussion of the students' findings would follow this research activity.

   A. Refer to English guide: p. 111, Cultural Confrontation through Reading Sensitivity. This guide could be used to present students with a sense of life in a ghetto and with an understanding of life as experienced by a group of eleven-year olds. This part of the unit would take three to four days for complete student involvement.

4. Ask for four volunteers to take the roles of two slum dwellers, a slum landlord, and a slum businessman who has been exploiting the poor. Have the slum dweller role-players research and develop written data which illustrates the exploitation of the poor. Create the atmosphere of a courtroom and have a mock trial of the landlord and businessman using the student-developed dialogues. Videotape or tape record the proceedings.

Resources:

Books:

Down These Mean Streets, P. Thomas, Alfred A. Knopf, (crime, poverty, dope addiction in Spanish Harlem.)

Grapes of Wrath, J. Steinbeck, Bantam. (depression poor)

In Dubious Battle, J. Steinbeck, Bantam. (fruit pickers of California)

The Jungle, U. Sinclair, Signet. (problems of poor immigrants)

Rosario, S. Thaler, McKay. (Puerto Rican problems in New York)

The Seventeenth Street Gang, E. Neville, Harper & Row. (urban poor)

To Sir With Love, E. R. Braithewaite, Pyramid. (education and poor)

Up the Down Staircase, B. Kaufman, Avon. (slum school problem)

The Other America, M. Harrington, Penguin Paperback, 1964.

Pre-Recorded Tapes:

$5.00 each from the Center for the Study of Democratic Institutions, Santa Barbara, California.

"The Anti-Poverty War" (60 Min.) — discusses the relationship between poverty and crime.

"The Fire This Time" (60 Min.) — examines the link between poverty and riots, especially in Watts.

"The Inanimate Slaves" (30 Min.) — relates the implications of the technological revolution for poverty.

"An Interview With Michael Harrington" (45 Min.) — tells his reasons for writing **The Other America.**

SOCIAL STUDIES

Title: Culture and Relationships of People Account for Feelings about People.

Unit: Age of Homespun

Grade Level: 7 or 8 (review)

Length of Activity: Three to four class periods

Human Relations Concepts to be Taught:

Individuals reflect the culture in which they perform their roles.

Individuals reflect the attitudes and behavior of others who have been significant in their lives.

The roles people play in life become valued and attractive as the culture dictates, not as their personalities dictate.

It is revealing of one's "self" to discover it is possible to feel comfortable alternately with each one of conflicting opposite attitudes, depending upon circumstances of time, place, and persons involved.

Attitudinal and Behavioral Objectives:

To demonstrate ability to adopt appropriate language and gestures to signify differences in attitude toward persons and things.

To recognize that some actions may be confusing in revealing attitudes.

To recognize that one's "self" reflects what information is received from one's surroundings, people, and things, as demonstrated in written statements and class discussion.

Teaching Techniques and Learning Activities:

1. ATTITUDES TOWARD SERVICE PEOPLE:
   - A. Suggest that students list the personal services which are performed about their homes, in their neighborhoods: maid, laundry, baby-sitting, lawn care, (repairs to plumbing, electrical system, also qualify.)
   - B. Now consider James Whitcomb Riley's "The Raggedy Man," from **Rhymes of Childhood**, Bobbs-Merrill Company, New York. If one of the class is skillful at reading dialect, let him or her prepare this ahead of time for reading aloud in class. Otherwise familiarize yourself with the poem so the flavor is retained. It is well to have copies made for distribution to the class.

THE RAGGEDY MAN

O the Raggedy Man! He works fer Pa;
An' he's the goodest man ever you saw!
He comes to our house every day,
An' waters the horses, an' feeds 'em hay;
An' he opens the shed — an' we all ist laugh
When he drives out our little wobble-ly calf;
An' nen — ef our hired girl says he can —
He milks the cow fer 'Lizabuth Ann. —
    Ain't he a' awful good Raggedy Man?
    Raggedy! Raggedy! Raggedy Man!

Why, the Raggedy Man — he's ist so good
He splits the kindlin'an' chops the wood;
An'nen he spades in our garden, too,
An'does most things 'at boys can't do! —
He clumbed clean up in our big tree
An' knocked a' apple down fer me —
An' nother'n', too, fer 'Lizabuth Ann —
An' nother'n' too, fer the Raggedy Man. —
    Ain't he a' awful kind Raggedy Man?
    Raggedy! Raggedy! Raggedy Man!

An' the Raggedy Man, he knows most rhymes
An' tells 'em, ef I be good, sometimes.
Knows 'bout Giunts, an' Griffuns, an' Elves,
An' the Squidgicum-Squees 'at swallers therselves!
An' wite by the pump in our pasture-lot,
He showd me the hole 'at the Wunks is got,
'At lives 'way deep in the ground, an' can
Turn into me, er 'Lizabuth Ann!
Er Ma, er Pa, er the Raggedy Man!
    Ain't he a funny old Raggedy Man?
    Raggedy! Raggedy! Raggedy Man!

The Raggedy Man — one time when he
Was makin' a little bow-'n-arry fer me,
Says, "When you're big like your pa is,
Air you go' to keep a fine store like his —
An' be a rich merchunt — an' wear fine clothes? —
Er what air you go' to be, goodness knows!"
An' nen he laughed at 'Lizabuth Ann,
An' I says, " 'm go' to be a Raggedy Man! —
    I'm ist go' to be a nice Raggedy Man!"
    Raggedy! Raggedy! Raggedy Man!

— James Whitcomb Riley

From **Joyful Poems for Children** by James Whitcomb Riley, copyright 1941, 1946 and 1960 by Lesley Payne, Elizabeth Eitel Miesse, and Edmund H. Eitel. Reprinted by Permission of the publishers, The Bobbs-Merrill Company, Inc.

C. Have the students indicate in brief sentences their feelings for the Raggedy Man, as compared with their feelings toward the persons they have listed. Have them relate if possible, the reasons they might have for not feeling the same toward both. Can elements of the relationship be isolated? The Raggedy Man works for one family; today's service people work for many. He lives on the premises; they come when called. He has time for the children; they perform service and leave. He sounds as if he realizes his inferior position. The students relate more directly to service people, who may include their own fathers, uncles, brothers, etc.

D. Finally ask if it can be generalized that the Raggedy Man is seen as a person, and the service people of today as job-doers merely? Is this bad? Ask the class if they can visualize themselves as the Raggedy Man or as the plumber, carpenter. Further insights may be offered by the class. Be sensitive to them.

2. ATTITUDES TOWARD HOMESPUN:

A. Suggest that class list items of clothing, furniture, decoration (personal or household) which have been made by students' own family members and actually worn or used at home. For realism, these may be brought or shown the next day, or this step performed the previous day so that the articles are present for use in the following steps: (A bulletin board or table display is indicated.)

B. In each case, if possible, determine whether the article was made from "scratch" or was, for instance, the woolen sweater knitted at home from purchased yarn, the ceramic jar finished from a molded bisque or spun on a rented or purchased wheel, or the copper ash tray hammered from a purchased blank?

C. Have students compose a sentence or two which shows the differences in their feelings about the home-made item compared with the manufactured counter-part. Give time to allow some precision in their self-analysis. Next let volunteers share their statements with the class. (Later, put these in the display.)

D. Now comes the question revealing the stated purposes. Have students compose statements about the manufactured counter-part they already envisaged in the first part as if they were in a home-spun culture, the manufactured item now being the rarity perhaps more crude than the home-made. Solicit these statements from volunteers and include in the exhibit. Observe attitudes engendered by things in alternate culture situations.

E. Just for fun, have the students reword their comparison, as if: the handicraftsman (father, grandmother) were present; the craftsman were making a gift of the item to them; a companion was overheard admiring the item; another overheard ridiculing it.

G. This is a role-playing situation. The teacher explains and has the following information dittoed for distribution to the class. (See: Role-playing Techniques p. 173.)

Situation:

You have been asked to bring a home-made article of clothing, furniture, jewelry, or decoration of some kind to your Social Studies class to illustrate homespun age arts and crafts. Your item happened to be a hand-knitted sweater your grandmother gave you for Christmas last year. You have heard your mother describe the sweater to her friends as "just lovely, a beautiful blue, fits to a T," but you really wanted a dark green one which you had pointed out to your mother on a shopping visit. It had fine stitches and did not button in the front like grandmother's gift.

Roles:

Teacher; student, bringing the gift; second student; third student; fourth student, opposite sex of 1st; and, optionally, grandmother. Perhaps the students would like to name the characters to make roles more memorable.

Teacher:

Accepts the item for display, though is obviously disappointed because she notices that the yarn, because of its even construction, was purchased and not hand-dyed. She knows of craft supply shops where hand-spun and dyed yarn may be purchased and would like to give the grandmother the address.

First Student:

He (she) is not too sure he really likes the sweater. He shares with the class that it buttons down the front and is the wrong color. He could be swayed by some approval from others, though some disapproval might bring about a defense to like the sweater after all.

Second Student:

Finds fault, at first, though secretly impressed; makes fun of buttons down the front, but is really wondering how it would look on him. He knows his mother would buy him one if he wanted a new sweater.

Third Student:

Openly admiring and enthusiastic. The class knows he hasn't had a new sweater, or anything else new, for some time, and he knows they know. He obviously would accept it as a gift if his friend wanted to give it.

Fourth Student:

(of opposite sex) Admires the sweater, comments on the quality of the knitting, thinks the color very good with owner's gray corduroys, is really interested in the button holes and how they were done.

As a variation, mother or grandmother drops into class to see exhibit; hears teacher's comment on yarn; comments that commercial yarn has advantages, is easier to work with, shrinks less and is softer to touch. She smiles when student's preference for a dark green pullover is expressed (she's working on one). Grandmother is equally friendly to all students and teacher.

Remember, roles may be switched at opportune times, when issues are sharp or interest lags. A factor may be added by teacher or students, too, if need be. For instance, let grandmother react when sweater is given to less-fortunate third student.

H. Have students draw conclusions by naming the attitudes exhibited by the students' behavior. Have them identify how feelings change when knowledge adds new factor to an idea; it is not an article of clothing; it is hand-made by a close, loved relative, in a machine age.

I. Have students compile a list of attitudes and behavioral traits:

Acceptance; approval; enthusiasm for; rejection; disapproval; unhappiness with; support for; withdrawal; antagonism; disagreement; siding against.

J. Ask the following questions and have students answer orally or in written form:

Did the hand-made idea add value to the article? Detract?

Did the fact that grandmother made it add value? Detract?

Did the approval of the opposite sex add value? Detract?

Did the approval of the less fortunate student add value? Detract?

Do you feel any differently now about a hand-made article in your home?

Related Activities:

As a further experiment, let students compose short characterizations with a manufactured article being shown in a Homespun Age one-room school, and have them play the roles.

2

SOCIAL STUDIES

Title: Stereotypes: Rumor Clinic

Grade Level: 9 - 12

Length of Activity: One class period

Human Relations Concept to be Taught:

Human dignity cannot be accorded when stereotypes dictate responses.

Attitudinal and Behavioral Objectives:

To have students actually participate in the distortion of reality by unconsciously stereotyping.

To witness the change in others as it occurs.

Teaching Techniques and Learning Activities:

1. Have five students volunteer to take part in the "Rumor Clinic" demonstration.
2. Send four of the volunteers from the room, while one volunteer and the class view the "Rumor Clinic" filmstrip. (Frame number two has proved the most effective.)
3. Ask the first volunteer to observe the picture noting the essential characteristics and actions in the filmstrip.
4. After the student volunteer is satisfied he has grasped the entirety of the picture, bring one of the other volunteers back. Ask the first student to relate what he has seen to the second volunteer and to the class. (Projector is turned off until the end of the demonstration.) Then the second volunteer relates the information to another of the volunteers, etc., until all have heard the description of the action. The last volunteer then relates the story to the class with his back to the screen, as the projector is turned on for the rest of the class to view.
5. Have the group note possible changes in the story.

   Example:

   A. Well-dressed Negro is switched with white worker.

   B. White worker is being threatened by Negro (with a "razor" protruding from his pocket).
6. Have class discuss stereotypes observed in volunteers' reactions and stories.

Resources:

Rumor Clinic Filmstrip, Anti-Defamation League of B'nai B'rith.

SOCIAL STUDIES

Title: Ethnocentrism — Examples

Grade Level: 9 - 12

Length of Activity: One class period

Human Relations Concept to be Taught:

Attitudes toward other groups may be determined by one's own cultural reference.

Attitudinal and Behavioral Objectives:

To detect examples of judging others by one's own cultural standards.

Teaching Techniques and Learning Activities:

1. Pass out a copy of the following sheet to each student.

   SHEET:

   Culture: Causes

   > The lenses through which any nation looks at life are not the ones that other nations use.
   >
   > — Ruth Benedict

   1. Some boys are playing together. One boy says that they should have a race. Another boy, who is smaller than the rest, states that he does not want to run in the race. He starts to walk slowly away from the others, but he is stopped by the boy who suggested the race. What will happen next?
   2. A handsome young man works in a place where he sees a beautiful young lady almost every day. He is strong, healthy, and intelligent. He does not have a wife. He would like to marry and have a family. The young lady is graceful, well-mannered, and charming. She too is unmarried. What will happen next?
   3. The focal point of the shrine is a box which is built into the wall. In this box are kept the many charms and magical potions without which no native believes he could live. The charm is not disposed of after it has served its purposes, but is placed in the charm-box of the household shrine. The magical packets are so numerous that people forget what their purposes were and fear to use them again. While the natives are very vague on this point, we can only assume that the idea in retaining all the old magical materials is that their presence in the charm-box will in some way protect the worshiper.
      - a. Do you approve or disapprove of the natives?
      - b. Do their practices make sense to you?
      - c. Have you heard of any other group which follows similar practices?
   4. Make sense out of each of the following practices, customs, or beliefs by placing it in its cultural milieu:
      - a. A man's purchase of a new car every year, even though his last car still runs perfectly.
      - b. An Aztec (Mayan or Tuscan) ceremony involving human sacrifice.
      - c. The Egyptian practice of burying food, weapons, and jewels with the dead warrior.
      - d. African tribal custom of scarification.
      - e. A woman's sleeping on painful hair curlers all night long.
2. Ask the students to read the first excerpt.
3. After all students have read the excerpt, ask the students the question: What will happen next? Allow for an open-ended discussion.
4. When all points of view have been presented, tell the students that the boys involved are members of a Navajo culture which frowns upon competition. Ask students how this will affect what will happen next.

5. Then ask students to read the second excerpt, and again have them answer the question: What will happen next? Allow discussion time.

6. After discussion, tell the students that the man and woman mentioned were members of two different castes in 19th century India. Then ask again: What will happen next? Discuss the implications of castes in social relationships.

7. Have the students read the third excerpt and briefly answer the questions on the sheet.

8. Allow open discussion of the possible opinions on the questions. Then mention that the excerpt might be an anthropological study of the medicine chest in present-day American culture. Allow discussion on that point of view.

9. Then ask students to examine the five examples given in the fourth excerpt. The actions in the examples might seem peculiar to people of a different culture. Ask them to make sense out of each of these practices, customs, or beliefs, by placing them in the cultural milieu which developed them.

Title: Stereotypes: Historical American

Grade Level: 8 - 11

Length of Activity: One class period

Human Relations Concept to be Taught:

Stereotypes are to be avoided.

Attitudinal and Behavioral Objectives:

To recognize a presented version of Spanish colonization as being a stereotype.

Teaching Techniques and Learning Activities:

1. Assign for homework a passage from a textbook which views the Spanish colonizers as models of brutality and adventurism in contrast to English colonizers.
2. Next day write two dates on the blackboard: 1493 and 1607.
3. Ask the class for the event which corresponds to each date and elicit:
   1493 — first permanent settlement of the Spanish in America.
   1607 — first permanent settlement of the English in America.
4. Then ask the class to list the changes which came to Europe during those years. Raise this question: "What differences in the type of settlement might be expected if England had settled America in 1493?"
5. Ask students to evaluate in writing the stereotyped textbook account.
6. Related Activities:

   Compare the extent of the Spanish empire in 1607 with the English empire in America.

   Discuss the establishment of the Universities of Lima and Mexico City two hundred years before Harvard.

   Explore the Spanish concern for justice (implications for race relations).
   1. Laws of Burgos (1512-13)
   2. New Laws (1542)

SOCIAL STUDIES

Title: Individuals, Groups and Differences

Grade Level: 8 - 12

Length of Activity: Adaptable

Human Relations Concepts to be Taught:

People should be judged on the basis of their individual merits and abilities and not on the basis of race, religion, or ethnic background.

No character trait is typical of every member of one group. There is a wide range of character traits among members of every racial, religious, and ethnic group.

Attitudinal and Behavioral Objectives:

To express objective and rational thinking about others.

To demonstrate an open-minded attitude toward other groups.

To recognize and avoid overgeneralizations and stereotypes about people.

Teaching Techniques and Learning Activities:

1. MAKING STUDENTS AWARE OF THEIR USE OF STEREOTYPES

A. Ask one of the female students to imagine that one of her girlfriends has arranged a blind date for her for next Saturday night. All she knows about her date is that he is Irish. Then ask her questions such as:

What do you think he will be like? (personality, characteristics?)

What problems do you think might arise in the course of the evening?

Where do you think he will take you?

B. Use the same technique to draw out the common stereotypes the students have regarding different ethnic, religious, and racial groups. As the students respond, formulate a list of the preconceptions and stereotypes the students have regarding their imaginary dates.

C. Repeat the same technique with the boys. Tell them their date is a blond and ask them questions such as:

What do you think she will be like? (dumb, sexy?)

Do you think you will have a good time? Why?

Where do you want to go? Why?

D. Change the group identification of the date, i.e. French girl, upper economic group, etc., and ask several boys to respond to the questions. Keep a list of the stereotypes expressed by the students. Once stereotypes are identified, they can be dealt with logically.

E. After expanding on above situations, examine the fallacies of their preconceptions.

F. Point out that stereotypes are labels one assigns to persons or groups and that stereotypes can take the form of identifying physical characteristics with character traits and identifying specific traits as inherent in an entire group.

Example:

Irish — drunkard, violent, witty

Italian — impulsive, passionate, religious

Jew — clannish, greedy

Blond — dumb, sexy, have more fun

Fat People — jolly

Bald people — intelligent, egghead

Lawyer — shyster

Professor — absent-minded

G. Create a role-playing situation based on the stereotypes the students revealed in the first exercise. Use the original situation of the female student and her Irish date.

Example:

Mary Matchmaker:

Mary tells Dorothy that she has arranged a blind date for Dorothy with a nice Irish boy for next Saturday night. Mary continually challenges the stereotypes Dorothy has regarding Irishmen.

Dorothy Dateless:

Dorothy has doubts about her date because he is Irish. Dorothy has many negative stereotypes regarding the Irish. She is afraid he will drink too much and start a fight with somebody or embarrass her by speaking too loudly and behaving in a rude manner. Dorothy feels sure that her date will want to drink all night. Dorothy feels her friend, Kathleen Shamrock is an exception to the rule. She says Kathleen does not look Irish and is different from the average Irishman.

Kathleen Shamrock:

Kathleen is hurt by Dorothy's bigoted attitude toward the Irish. She points out that the Irishmen she knows (brother, father, uncles, etc.) do not exhibit these traits.

H. Promote discussion with questions:

Was the situation believable?

Would the use of a different group make the situation more believable? Why?

How did the students of Irish descent react to the attack on their nationality?

2. MAKING STUDENTS AWARE OF HOW OTHERS STEREOTYPE THEM

A. Ask the students if they are stereotyped by others:

Do some people attribute moral and character traits to them on the basis of physical characteristics or groups to which they belong?

Do some people prejudge (prejudice) them?

Have they ever been prejudiced or stereotyped on the basis of:

Age? — Teenagers are rowdy, disrespectful, irresponsible and delinquent.

Appearance? — People with long hair are weird.

The school attended? — Students from Central School are snobs (or delinquents).

Area in which they live? — People from that area are undesirable (or snobs).

Nationality? — Americans are materialistic.

Religion? — Catholics are authoritarian; Jews are clannish.

Race? — Whites are cruel; Orientals are patient.

B. To demonstrate the stereotypes of the teenager, ask the students questions, such as the following:

How are you treated in restaurants?

Are you ever refused service because you are a teenager?

Are you treated rudely because you are a teenager?

Were you ever told to eat quickly and leave?

Are you watched closely or followed by the floorwalker when you enter a department store?

Were you ever suspected or accused of stealing?

C. Have the class determine if they are sometimes treated hostilely simply because they are teenagers or because of some overt act on their part.

D. Create a role-playing situation to dramatize the students' stereotyping experiences.

Present the following situation and assign: three students to role-play teenagers; one student to be owner; and the rest of the class to be restaurant patrons:

Situation:

Three teenagers walk into a restaurant, order three soft drinks, and begin talking about the events, such as sports and examinations, at Central High School. The students act politely. The owner becomes very nervous when the students enter his restaurant. He treats the students very rudely. He will not allow them to sit at a table and makes them sit at the counter. After a short time, the owner tells the teenagers that they cannot "loiter" in his restaurant and they must quickly finish their soft drinks and leave. The students remain polite but object to this rude treatment and resent being hurried. They say they are not doing anything wrong and they should be treated the same as any other customer. The owner becomes angry at the teenagers and denounces them as disrespectful "punks." He says the students from Central High School have caused him nothing but trouble. He accuses the teenagers of stealing gum from the counter when they came in. The students then leave. As they are walking out of the restaurant, the other customers comment on how rude the teenagers are and how they abused the poor owner.

E. Discuss the role-playing situation:

What stereotypes were used in the role-playing situation?

What injustices were the teenagers subjected to by the owner of the restaurant?

Why did the customers blame the teenagers? (point out how stereotypes can warp a person's judgment.)

Was the owner's stereotypes reinforced by the encounter with the teenagers?

3. MAKING THE STUDENTS AWARE OF THE FALLACIES OF STEREOTYPES

A. Have students respond orally to the following questions:

In what ways are the members of the class similar?

Why does the class share common traits?

Some students will attribute the similar traits to the similar environment of the class.

B. Present the concept that stereotypes have a core of truth and the effects of a shared environment upon a group are used as "proof" of the validity of the stereotype.

C. Relate the effects of a shared environment on the class to the effects of a shared environment (immigrants) and the members of the group therefore demonstrate, to some degree, similar attitudes and behavior. These similar attitudes and behavior are the results of a shared environment and not the results of being (in the case of immigrants) Irish, Italian, or Polish.

D. Ask: Are any two students in the class exactly alike? The students should see many differences. Make a list of the differences and discuss them.

E. What accounts for the difference within the class? Discuss the effects of different environments within the class. Point out that no two persons share exactly the same environment and, therefore, one often finds great differences even among persons who share a very similar environment, such as a family.

F. Ask: Would it be valid to ascribe one character trait as typical of every member of this class but not found in any other class? Point out that every group contains persons with different human traits some which we judge to be desirable and some which we judge to be undesirable.

G. Expand and relate these concepts more directly to the fallacies of stereotypes and overgeneralizations by following the same line of questioning but focusing

Example:

Are any two members of your family exactly alike?

Are identical twins exactly alike?

Are any two of your teachers exactly alike?

Are any two members of your religion, ethnic group, racial group exactly alike?

SOCIAL STUDIES

Title: Violence in Society

Grade Level: 9 - 12

Length of Activity: Five class periods

Human Relations Concept to be Taught:

The nature of violence can be explored and understood.

Attitudinal and Behavioral Objectives:

To have students recognize their feelings about violence and their own participation in violent behavior.

Teaching Techniques and Learning Activities:

1. Bring out the attitudes of the class toward violence.
   - A. Ask volunteers to recall situations in which they did something violent. These volunteers are asked either to write a brief account of the situation describing their feelings at the time or to recount their experience through a tape recording.
   - B. Ask class to recall a movie or television show which was particularly violent. (Recent examples may be suggested: "Bonnie and Clyde," "Combat," etc.) Students are asked to relate what they liked about the shows — how they felt at the time. Try to elicit conflicting opinions from the class. Some students will express delight with the bloodshed; others, disgust.
2. For homework, ask all students to watch the television adventure show (detective or western or war). Give students a questionnaire to complete during the show.

   QUESTIONNAIRE
   - A. What were the most exciting parts of the show?
   - B. Were the violent scenes realistic?
   - D. Did you find the show entertaining?
   - E. What did you like least about the show?
   - F. Check the newspaper listings and count the number of shows in which violence would play a major part.
3. When the students arrive in class the next day, ask them to write out the scene that they remembered the best. Ask several students to read their responses to the class. Then proceed to discuss the students' questionnaires with the entire class. There may be a dichotomy in the class between the responses of the boys and girls.
   - A. Proceed to a class discussion of more general questions, allowing ample time for class reactions.

     Is violence ever enjoyable?

     Is violence of a relative nature — "good" or "bad" depending upon who uses it?

     Is there a difference between the use of violence by detectives, American troops, and cowboys on the one hand, and by criminals, Germans (World War II), and Indians on the other?

     Is there any feeling of joy in watching "good violence" triumph over "bad violence"?

     Why is there so much violence on television?
4. The next day raise the question: Are there possible alternatives to violence in threatening situations? Set the stage by telling the class of the situation established in Golding's **Lord of the Flies.**
   - A. The story explores the behavior of a group of boys marooned on an island without any adult authority (no laws or official rules to regulate their behavior). The group first chooses a leader, Ralph, who symbolizes the way things were done in a society of law; meetings are held in a democratic way; discipline is established.

B. Read or pass out the passage below which describes the transition to a different society with Jack challenging Ralph's leadership.

PASSAGE:

" . . . Who are you anyway? Sitting there telling people what to do. You can't hunt, you can't sing — "

"I'm chief, I was chosen."

"Why should choosing make any difference? Just giving orders that don't make any sense — "

"Jack!"

Jack's voice sounded in bitter mimicry . . . "Jack!" "Jack!"

"The rules!" shouted Ralph "You're breaking the rules!"

"Who cares?"

Ralph summoned his wits. "Because the rules are the only thing we've got!"

But Jack was shouting against him. "Bollocks to the rules! We're strong — We hunt! If there's a beast we'll hunt it down! We'll close in and beat and beat and beat — !"

He gave a wild whoop and leapt down to the pale sand. At once the platform was full of noise and excitement, scramblings, screams and laughter. The assembly shredded away and became a discursive and random scatter from the palms to the water and away along the beach . . .

William Golding, **Lord of the Flies,** Coward-McMann, Inc., 1954.

C. After the selection has been read by the students, ask students to discuss the alternatives posed by Ralph and Jack and suggest some hypotheses about the future of the group. Pose the following questions:

Which leader appeals to you? Why?

What qualities does he possess — implications as a leader, implications for the group as a society"?

Some students who express an interest in the topic of disregard for authority might read **The Ox-Bow Incident,** William Van Tilburg Clark, New American Library of World Literature, Inc. This deals with the hanging of three innocent men by a self-appointed posse which does not take the time to gather and carefully examine the evidence.

5. Have students then examine the position of the Negro non-violent movement as exemplified by Martin Luther King. Pass out to the class the following excerpt.

EXCERPT:

HATE IS ALWAYS TRAGIC

(from an address to the National Press Club, Washington, D. C., July, 1962)

Those who adhere to the method of nonviolent direct action recognize that legislation and court orders tend only to declare rights; they can never thoroughly deliver them. Only when the people themselves begin to act are rights on paper given lifeblood. The method of non-violent resistance is effective in that it has a way of disarming the opponent; it exposes his moral defenses, it weakens his morale and, at the same time, it works on his conscience.

Nonviolent resistance also provides a creative force through which men can channelize their discontent. It does not require that they abandon their discontent. This discontent is sound and healthy. Nonviolence saves it from degenerating into morbid bitterness and hatred. Hate is always tragic. It is as injurious to the hater as it is to the hated. It distorts the personality and scars the soul. Psychiatrists are telling us now that many of the inner conflicts and strange things that happen in the subconscious are rooted in hate. So they are now saying, "Love or perish." This is the beauty of nonviolence. It says you can struggle without hating; you can fight war without violence.

As a race, we must work passionately and unrelentingly for firstclass citizenship, but we must never use secondclass methods to gain it. If this happens, unborn generations will be the recipients of a long and desolate night of bitterness, and chief legacy to the future will be an endless reign of meaningless chaos.

We have come to the day when a piece of freedom is not enough for us as human beings nor for the nation of which we are part. We have been given pieces, but unlike bread, a slice of which does diminish hunger, a piece of liberty no longer suffices. Free-

> dom is like life. You cannot be given life in installments. You cannot be given breath but not body, nor a heart but no blood vessels. Freedom is one thing — you have it all, or you are not free.
>
> Our destiny is bound up with the destiny of America — we built it for two centuries without wages, we made cotton king, we built our homes and homes for our masters, suffered injustice and humiliation, but out of a bottomless vitality continued to live and grow. If the inexpressible cruelties of slavery could not extinguish our existence, the opposition we now face will surely fail. We feel that we are the conscience of America — we are its troubled soul.

A. Ask students if this excerpt approach is different from that of Ralph or Jack? Is this position possible for everyone in our society?

B. Introduce students to the position of black militants such as Malcolm X and Robert Williams (teacher might use **Malcolm X Speaks,** Grove Press, 1967), or the following selections which would be mimeographed for student use.

EXCERPT:

REBELLION IS DEDICATED

> To fight with our words and our blood when necessary for the human rights of dispossessed Black people.
>
> To expose the United States as a criminal country, born in crime with the genocide of the American Indian, reared in crime with the murder of one hundred million Black people taken from Africa during the slave trade, and thriving on the crimes of rape, murder, racist oppression and thievery against the American Black man, the Vietnamese, the African and the majority of the world's colored people.
>
> To expose the white man's imperialist system, built on the sweat, blood, and lives of the Black slaves, and continuing to grow richer and greedier with the rape and plunder of our colored brothers and their lands. The rich white ruling class gets fat and the colored people around the world starve to death.
>
> To show that the "legal" right of Black people to live where they want, work where they choose is a bad joke. Exploitation keeps them trapped in ghettoes, in less desirable jobs, and preyed upon by slumlords, thieving merchants and deceitful employers, all who keep them poverty stricken.
>
> To fight for a new way of life where Black people control their communities, including the factories, the police, the courts, and the entire government at every level.
>
> To show that the only way that the American Black man and our colored brothers around the world are going to get the white man off our backs, is to unite to destroy his system which exploits and oppresses us all . . .

EXCERPT:

Prologue from **Negroes with Guns,** by Robert Williams

> Why do I speak to you from exile?
>
> Because a Negro community in the South took up guns in self-defense against racist violence — and used them. I am held responsible for this action, that for the first time in history American Negroes have armed themselves as a group to defend their homes, their wives, their children, in a situation where law and order had broken down, where the authorities could not, or rather would not, enforce their duty to protect Americans from a lawless mob. I accept this responsibility and am proud of it. I have asserted the right of Negroes to meet the violence of the Ku Klux Klan by armed self-defense and have acted on it. It has always been an accepted right of Americans, as the history of our Western states proves, that where the law is unable, or unwilling, to enforce order, the citizens can and must, act in self-defense against lawless violence. I believe this right holds for black Americans as well as whites.
>
> Robert Williams, **Negroes with Guns,** Marzani and Munsell Publishers, Inc.

C. After students have read the excerpts, initiate a class discussion to discover the position that, since society uses violence against the Negro, the Negro must react in that way.

D. Stimulate discussion with additional questions:

Do you agree with this position?

Is Black Power an acceptable or inacceptable use of violence?

Is riot violence different from war violence?

Why is one considered acceptable and the other inacceptable?

Is there a difference between the carrying of guns by black militants and that of white homeowners?

What determines acceptability?

Is the black militant position understandable if not acceptable?

6. Ask two volunteers to role-play the following situation: (See: Role-playing Techniques p. 173.)

Background:

Two teenagers have been fighting. Both boys have been slashed and cut up. The police have broken up the fight and the scene is the courtroom. Each is attempting to explain to the jury why he was right.

First Teenager:

Justifies his action by saying that the other threatened him and said he "would get his girl friend later."

Second Teenager:

Denies the charge of the first teenager and says the other teenager hit him first and he was only defending himself against his attacker.

The Jury:

The class must now judge the case. They may ask questions of the two teenagers — What is self-protection? A vote would then be taken and the majority rule would prevail.

Then have the class apply this situation to black militancy and to the overall problem of deciding who the "good guys" and "bad guys" are.

SOCIAL STUDIES

Title: Attitudes, Opinions, and Changing Your Mind

Grade Level: 7 - 12

Length of Activity: One week

Human Relations Concepts to be Taught:

One who understands the complex factors influencing his opinions will become more flexible in his thinking.

Open-mindedness will promote tolerance toward other human beings.

Attitudinal and Behavioral Objectives:

To look at opinions and attitudes in an objective and analytical manner.

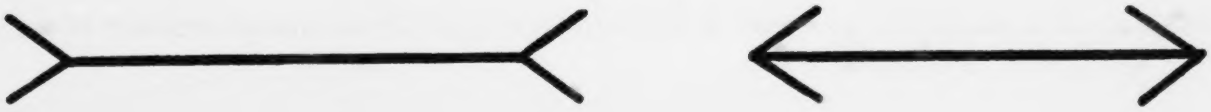
Teaching Techniques and Learning Activities:

1. FRAMEWORK OF PERCEPTION

A. Present an optical illusion to the class.

Examples:

Which line is longer?



Put two circles of grey paper against two different backgrounds, one against a much larger sheet of white paper and one against a much larger sheet of black paper. Ask: Which circle is lighter?

B. Follow with discussion.

What is the meaning of the word "illusion"?

Are these truly examples of illusions?

Was the observation based on truth (what is really there) or on the context in which the material was presented?

C. Relate this class experiment to the students' or community's attitudes.

Can we replace illusion with truth?

How can we find truth?

Would such a replacement help us and others to understand, accept and influence our world?

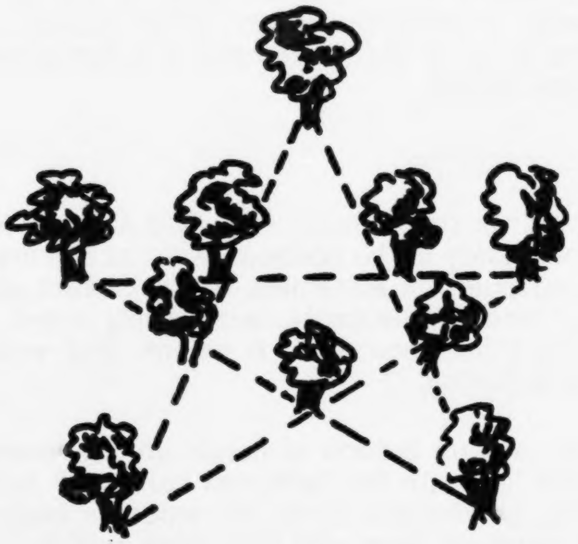
2. MENTAL SETS AND THINKING

A. Present puzzles to be solved.

Example:

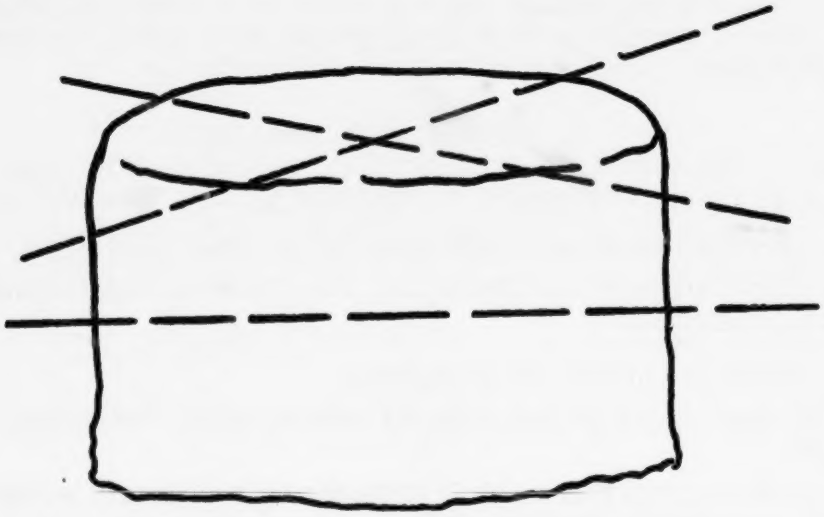
Arrange ten trees in five rows with four trees in each row.

Solution:



Draw a picture of a cake and cut the cake with lines into eight pieces using only three slices.

Solution:



B. Then ask the students to give examples of mental sets or attitudes on public issues. Key teacher questioning will produce a student list of public issues important for their community.

C. Have students develop an opinion poll of ten questions to be answered with yes - no answers for easy tabulation on student-selected issues. Each student will take two copies of the poll, one for himself and one for his parents, to be filled out independently and brought back to class the following day.

3. COMPLEX ATTITUDES — ORIGINS:

A. Have the students compare their answers on the opinion poll with their parents' responses. (Usually, on questions about which the students have personal information and with which they may not be personally concerned, they tend to share attitudes with parents.)

B. Tabulate the opinion poll, not with respect to answers, but in relation to agreement between students and parents.

C. Ask the students to list sources of information open to them, to their parents, or both. Has the class discussion brought up new information? Has the discussion elicited any student uneasiness?

D. On the next day, have the class develop a personal issues opinion poll in the same manner as the public issues poll. A typical question might be: Should teenagers have more say over their personal lives?

E. Have the class discuss the differences between the two polls. They will probably show that student attitudes are related to parents' attitudes on certain kinds of topics while conformity to peer group attitudes is demonstrated on other issues. This can be developed as fully as the teacher wishes to carry the phenomena of parental pressure, group pressure, societal pressure, and cultural norms.

4. COMPLEX ATTITUDES — EFFECTS:

A. On index cards, reproduce the statement: "I hold it that a little rebellion, now and then, is a good thing, and as necessary in the political world as storms are in the physical."
On half the cards, attribute the statement to its correct author Thomas Jefferson; on the other half, to Lenin. Hand out the cards, respectively to two sides of the class. Ask saudents to read the statement, think about what it means, and write a paragraph on it — without any discussion or consultation.

B. After several minutes, ask for a show of hands on how many students agree with the statement. Most likely, the half with the Jefferson cards will have agreed. Immediate reactions may prove interesting, particularly when the students begin to realize that what they think about the statement depends upon who they think said it. (This experiment, originally done by the social psychologist, Asch, concluded that Americans tested had such a strong mental set that it actually **influenced** the meaning of the printed word.) Use imagination in devising other statements for class experimentation. Ask for a volunteer group to select a list of quotations on government, etc. from Bartlett's **Familiar Quotations.**

C. Divide the class into two groups and hand out the following descriptions of a "certain working man." Ask everyone to write a paragraph on what sort of person they think this man is from the data given — without discussion or consultation.

Group I —

Works in a steel plant, reads an evening newspaper daily, goes to movies once a week, of average height and weight, is physically strong, "cracks" jokes.

Group II — Same as above with one exception — add "intelligent."

Depending upon particular circumstances, the students should have difficulty dealing with the key word "intelligent."

D. Have class discussion of student paragraphs.

Why did they have difficulty with the characteristic "intelligent" as applied to a factory worker?

Where did students receive their attitudes toward factory workers? (television, parents, school, newspapers, movies, etc?)

E. Have students develop a class list of characteristics of different groups (Negroes, Puerto Ricans, Italians, Polish) adding one characteristic that does not seem to fit. How many will agree on the key trait?

SOCIAL STUDIES

Title: Role-playing: Inter-group Relations

Grade Level: 9 - 12

Length of Activity: One period

Human Relations Concept to be Taught:

Social acceptance is important to all persons.

Attitudinal and Behavioral Objectives:

To demonstrate through role-playing a greater social acceptance of other groups.

Teaching Techniques and Learning Activities:

1. To involve the students in the issue of intergroup relations, introduce the lesson by playing the record, "Society's Child" from the album **Janis Ian** by Janis Ian, Verve Folkways.
2. Open discussion and evoke student opinions on inter-racial marriage.
3. When polarization has occurred, select four students for initial role-playing situation. Hand each a card with character description on it. (See Role-playing Techniques, p. 173.)

   Daughter —
   You will ask to talk with your family. You wish to tell them that you have been secretly dating a Negro. You now wish to date him openly and you don't care what anyone thinks or says. You are very idealistic in your approach. You dismiss all the objections presented by your mother concerning your inter-racial relationship. You consider your father's behavior to be intolerant and bigoted and you make him aware of this feeling. Throughout the discussion, you remain unyielding in your beliefs.

   Father —
   Your daughter asks to speak to the family. She tells you that she has been secretly seeing a Negro boy and that she now wishes to date him openly. You play a passionate role. You dominate the action. You are extremely angry with your daughter. You are authoritative and denounce her actions. You are very emotional in your approach to the situation. You become abusive to Negroes and act in a very intolerant manner.

   Mother —
   Your daughter asks to speak to the family. She tells you that she has been secretly dating a Negro boy and that she now wishes to do so openly. You try to approach the situation logically. You will attempt to cool the anger of your husband, but you still point out to your daughter the problems involved in such a relationship. You play a mediator's role.

   Brother —
   Your sister asks to speak to the family. She tells you that she has been secretly dating a Negro and now wishes to do so openly. You are concerned with what your friends at school will think. You are fearful that your sister will become the object of cruel and unkind remarks.

4. Try varying the role-playing situation by switching actors, adding characters, or evolving a new situation, such as the Negro boy telling his family he wants to openly date a white girl.

Related Activities:

Students may then be assigned to do research on inter-racial marriage — statistics, miscegenation laws; to review books or movies dealing with it; or to take a poll of student opinion on inter-racial dating and inter-racial marriages.

SOCIAL STUDIES

Title: American Character: New Curriculum

Grade Level: 11

Length of Activity: Three class periods

Human Relations Concept to be Taught:

American minority groups are not allowed full realization of American democracy.

Attitudinal and Behavioral Objectives:

To reflect upon one's concept of "The American Dream."

To verbalize its changing nature and the role of minority groups in this dream.

Teaching Techniques and Learning Activities:

1. Give students dittoed sheets with nineteen possible characteristics of American character with space provided for their own comment.

   CHARACTERISTICS OF AMERICAN CHARACTER

   1. committed to the habit of work
   2. a nation of joiners
   3. individualism
   4. acquisitive — materialistic
   5. optimistic
   6. restless — hurried
   7. equality of opportunity
   8. inclined to violence
   9. pragmatic — will it work?
   10. idealistic
   11. given to overstatement
   12. free of social bias
   13. believer in short-cuts
   14. believer in fair play
   15. conformist in morals
   16. politically astute and mature
   17. mobile
   18. ethnocentric
   19. patriotic

   Other characteristics you would add: qualities of an American:

   20.
   21.
   22.
   23.
   24.
   25.

   What is "the American Dream"? Has it changed through America's history? How do minority groups fit into it?

2. Break the class into small groups to discuss their concepts of "the American Character." In one class period, each group is asked to decide on a consensus of five chief characteristics.

3. The next day, draw the group responses from the class and, after class discussion, list each group's characteristics on the board.

4. Ask students to define "The American Dream." Then ask them to consider the place of American minorities in this dream — the American Indian, the Negro, etc. — for class discussion the next day.

5. Class discussion of the role of minority groups in American democracy. Have students be familiar with the following books before the above assignment:

   The Fire Next Time, James Baldwin, Dell.

   The Segregationist, James G. Cook, Appleton-Century-Crotts.

   Black Bourgeoisie, E. Franklin Frazier, Macmillan (Free Press).

   Stride toward Freedom, Martin Luther King, Harper.

   Negro Revolt, Louis Lomax, New American Library.

   The Black Muslims in America, Charles Lincoln, Beacon Press.

   Discrimination, Wallace Mendelson, **Based on the Report of the U.S. Commission on Civil Rights,** Englewood, N. J.

SOCIAL STUDIES

Title: Myths of American Culture

Grade Level: 11

Length of Activity: One class period

Human Relations Concepts to be Taught:

Myths of American Culture can be destructive as they relate to other groups and individuals. They become equally destructive for the believer.

Attitudinal and Behavioral Objectives:

To study and understand an American culture by probing its myths.

Teaching Techniques and Learning Activities:

1. Introduce the students to one of the suggested American "Myths."
   American Mythology — suggested possibilities:
   "Our country is going broke giving foreign aid."
   "Poor people have no initiative."
   "People are paid what they are worth."
   "Our country and its people have made more progress than any country in the history of the world."
   "The leaders must know what they are doing or they wouldn't be where they are."
   "I'm sick and tired of supporting all those people on welfare; they are all lazy."
   "That neighborhood used to be nice until **they** moved in."
   "**They** want everything at once."
   "You must earn your rights — we did."
   "Our property values will go down if **they** move in."
   "You can't fight city hall."
   "All politicians are crooked."
   "People on welfare are happy and lazy."
   "Hard work will lead to success."
   "We have never started a war and we've won all we were in."
2. Allow open discussion on the validity of the selected myth.

Related Activities:

Teachers and students may prepare a bibliography on the subject.
Students may pursue independent research on:

1. The historical basis for the myth.
2. Its propagation.
3. Its relevance in today's society.

Research may result in:

1. Formal class debate.
2. A poll of students.
3. Independent or class prepared paper.
4. Role-playing situations.

SOCIAL STUDIES

Title: Social Justice — Music

Grade Level: 11 - 12

Length of Activity: Adaptable

Human Relations Concepts to be Taught:

Music can stimulate both an emotional and intellectual involvement in social problems.

Man expresses his attitudes toward social problems in his music.

Attitudinal and Behavioral Objectives:

To find an emotional and intellectual meaning of the music of our times.

Teaching Techniques and Learning Activities:

1. Provide students with a copy of the words for one of the following songs:

   A. "We Shall Overcome" — Peter Seeger — This has become the theme song of the civil rights movement. The tone is idealistic and inspiring. The song is usually sung in groups and gives unity and spirit to the cause.

   B. "Only a Pawn in the Game" — Dylan — This is a provocative song about the murder of civil rights worker Medger Evers. It indicts a society that allows or encourages the hate that causes such killings.

   C. "You've Got to be Taught to Hate" — **South Pacific** — This song clearly brings out the point that people are not born hating others but must be carefully taught. The song can stimulate students to consider the ways people are taught to hate.

   D. "Ballad of Hollis Brown" — Dylan — This melancholy song is about the anguish of a man who cannot provide for his family and cannot bear to see them hungry and impoverished. The song ends in tragedy.

   E. "The Times They Are a Changin" — Dylan — This song prophesies the end of the old order. It asks everyone to take part in the change and to help create a new order.

   F. "Detroit City" — This song has a sad and depressing message. It deals with the unhappy conditions of a southeasterner who moved to Detroit. It was written before the Detroit riot.

   G. "Thoughts are Free" — Pete Seeger — The song title explains its message: one may not be able to say everything one wants but, in one's thoughts, one can be free.

   H. "John Brown's Body" — Pete Seeger — This song helped give a moral cause to the Civil War.

   I. "Turn, Turn Turn" — Pete Seeger — This song puts the Biblical words, "To everything there is a season," into inspiring music. Each person can put his own purposes and objectives into the song.

   J. "Society's Child" — Janis Ian — A young girl is disillusioned and bitter against a prejudiced society that hurts her loved one and separates them.

   "Only a Pawn in the Game" would provide a good introduction.

2. Play the same song from the tape or a record.
3. Have students analyze the difference in their responses to just the lyrics and to the words and music.
4. Open a discussion of lyrics on the social problem presented in the song.

Related Activities:

Have students analyze broadcasting techniques of various disc-jockeys. Be aware of persuasive words, songs, and advertisements.

Have students compare radio and television commercials for various techniques of persuasion. Extend to magazines.

Compare the music and news reports on stations that appeal to different audiences.
Example: a "soul" station, a "teen" station, and a network affiliate.

Have students select one song of social protest, analyze its appeal and desired responses, and then compare and contrast it with factual material from newspapers, magazines or books on the problem.

SOCIAL STUDIES

Title: Comparative Religions

Grade Level: 9

Length of Activity: Four class periods

Human Relations Concept to be Taught:

Different religions contain many similar doctrines and principles.

Attitudinal and Behavioral Objectives:

To recognize the similarities among religions of the world.

To demonstrate a greater acceptance of people with different religious backgrounds.

To view the different or unusual religious practices of other religions from the perspective of personal beliefs and practices.

Teaching Techniques and Learning Activities:

1. Assign readings on Judaism, Christianity, and Islam. One may be assigned for each day or reports may be assigned for oral presentation and discussion.
2. Have the pupils complete the following chart using information gained from the reading or reports on religions of the Middle East.

CHART

Religion	Place of Origin	Important Personalities of early period	Holy Places	Sacred Writings	Major Beliefs or Teachings

3. Following the completion of the chart encourage the pupils to compare the similarities of the religions. Ideas that may develop should include these:

All originated in the same general area.

Many of the early religious leaders have a place in all three religions.

Jerusalem is a holy city for all three.

Sacred writings of Judaism have influenced Christianity and Islam.

Monotheism is common to all.

The Ten Commandments influence all three in one form or another.

Each has its own dietary restrictions.

Each has a house of worship.

4. Following the discussion of similarities, show how Judaism, Christianity, and Islam all teach a code of conduct based on the relationship of people to each other.

   Example:

   Among the 613 commandments of the Torah, or Law of Righteousness of the tribes of Israel, were the following:

   "Thou shalt leave the corners of the fields for the poor."

   "Thou shalt care for the fatherless and the widowed and the poor and the aged and the stranger at the gate."

   In the **Old Testament,** it is recorded in Isaiah, "Seek justice, relieve the oppressed, judge the fatherless, plead for the widow."

   In the **New Testament** it is written that Jesus said, "Thou shalt love thy neighbor as thyself."

Class discussions might evolve around the questions:

What would you want others to do for you?

Does it go beyond **not** wanting anyone to hurt you or wrong you?

Do you want more than this?

What would be some of the ways you might want others to help you and which you might be willing and ready to help them too?

The list (recorded by the teacher on the black board) might include:

Examples:

Man feeding, clothing, and sheltering man.
Man healing, curing, and preventing sickness in man.
Man protecting, depending, and rescuing man.
Man teaching and freeing man.
Man including and tolerating man.
Man sharing power with man.
Man loving man.
Man understanding, trusting, and communicating with man.

5. Ask students to try to find unusual or different beliefs or practices of their own religion that might be regarded as strange to someone else. Then compare these to unusual or different practices found in Islam, Christianity, and Judaism. Discuss and give examples of differences in the religions.
6. Ask pupils to draw conclusions based on these observations and to compare them to religious differences in America.

Resources:

Middle East, Scholastic Multi-text.

Middle East and Moslem Society, Ewing, Rand McNally

The Study of Anthropology, Chapter 6 — "Suggested Methods for Teachers," Pertti J. Pelto, Merrill.

SOCIAL STUDIES

Title: Role-playing: Prejudice

Grade Level: 9 - 12

Length of Activity: One class period

Human Relations Concept to be Taught:

People do not naturally hate others but learn to hate.

Attitudinal and Behavioral Objectives:

To become aware of how one learns prejudice.

Teaching Techniques and Learning Activities:

1. Play the record "Carefully Taught" from the album **South Pacific.**
2. Have the students role-play the following situation. (See: Role-playing Techniques, p. 173)

Neighbor:

You discover that a Negro has bought the house across the street. Your next door neighbors are sitting on their front porch. You go over and inform them that a Negro has bought the house across the street. You are concerned about the effect it will have on the neighborhood. You think that you are trying to keep everyone calm. You insist you are not prejudiced but you feel that whites should live in white neighborhoods and blacks should live in Negro neighborhoods. However, you continually emphasize the view that Negroes are just as good as whites.

Mr. Jones:

A neighbor comes to your house to tell you that a Negro family has just bought the house across the street. You become violently angry when you hear the news. You play an emotional role. You speak in an intolerant and bigoted manner. You dominate your son and you do not allow him to present views that are different from your own. However, you praise him when his views reflect your own opinions. You respect your wife, but you feel that women are too kindhearted and do not understand such things.

Son:

You are sitting with your mother and father when your neighbor comes over and tells you that a Negro has bought the house across the street. You see nothing wrong with this. In fact, you are happy at first to hear the news. You do not know any Negroes and you now express the desire to establish an inter-racial friendship. You immediately take a very tolerant view toward the situation. At first you disagree with your father's intolerant attitude. But you are an obedient son. As the discussion develops, you tend to adopt your father's views and eventually support his position in the discussion.

Mrs. Jones:

You are sitting on your front porch and a neighbor comes over to you and tells you that a Negro has bought the house across the street from your house. You adopt a very tolerant role. You feel integration is wonderful. You disagree with your husband's intolerant attitude. You try to calm your husband and reason with him. You contradict all of his intolerant remarks. You remain unyielding in your views.

3. Use techniques to vary role-playing.
4. Follow with class discussion and role-analysis.

Related Activities:

Have students research open housing legislation; HOME; mortgage funds available to Negroes; and community projects, such as Project Good Neighbor conducted in Western New York in the spring of 1968.

SOCIAL STUDIES

Title: Tolerance

Grade Level: 9 - 12

Length of Activity: Two class periods

Human Relations Concept to be Taught:

One must respect the right of individuals or groups to differ from other groups and individuals.

Attitudinal and Behavioral Objectives:

To demonstrate greater tolerance toward those who hold views different from one's own.

Teaching Techniques and Learning Activities:

1. Begin the lesson by asking the students to write a profile of the dissenter in our society. In the profiles, students comment on the methods used by the dissenters (picketing, sit-ins, demonstrations, boycotts, strikes, marches), and the goals of the dissenters (civil rights, higher wages, better working conditions, anti-war). Finally ask the students to make value judgments concerning the dissenter, his methods, and his goals in their reports.
2. The following day, ask individual students to read their profiles to the class. Examine these profiles with the students and discuss their concepts of the dissenter and his role in our society. Take notice of profiles that portray dissenters as undesirable characters only. Examine stereotypes expressed by the students regarding dissenters.
3. The next day, distribute the following questionnaire to the students. Have each student respond to the questionnaire, but no names should be used. The questionnaires may be used to stimulate discussion. Have the students discuss why they would take the particular actions referred to in the questionnaire.

QUESTIONNAIRE:

A. You are very bored in your American history class. The teacher is unprepared and he is assigning too much busy work. Would you take part in a "silent strike" in which no one in the class responds to the teacher?

B. In the same situation, would you complain to the principal about the class?

C. There is a ten o'clock curfew for people under eighteen in your town. There is a double feature movie you want to see and it does not end until after ten o'clock. You feel there is very little chance of your getting caught. Would you go?

D. Same situation — would you write a letter to the newspaper about the curfew?

E. You are working for the city (or town) as a playground leader during the summer; no checks have come and the summer is almost over. Everytime you complain, you are told the checks are "tied up." Would you join the others in a picket line at the city (town) hall?

F. Same situation — the picket line did no good. Would you sit-in?

G. The age limit in your town or city for drinking alcoholic beverages is twenty-one. You believe the limit should be set at a lower age. Would you write a letter to your legislative representative asking him to lower the legal age for drinking alcoholic beverages?

H. Would you alter your identification card or borrow someone else's to be served alcoholic beverages?

I. Several students in your school have been suspended for violating the dress code. A majority of your classmates think the suspensions are unfair. Would you sign a petition to the principal?

J. Same situation — would you boycott the school?

4. **The following day construct a graph of the student responses on the blackboard.**

   A. **Compare the profile of the dissenter and the answers of students to the questionnaire. If the students objected to picketing, sit-ins or marches in their profile of a dissenter, check the students' responses on the graph to questions E, F, and J.**

   B. **Discuss the issue of illegality. Then examine the students' responses to the questions on illegality. (Questions C, E, and H.)**

   C. **Then discuss the methods used by dissenters and determine if the students really disagree with the method (picketing, boycott, sit-ins) or if they disagree with the goals (civil rights, anti-war, better working conditions). Point out any inconsistencies that may exist.**

      1. **Do they feel methods, such as picketing, are proper when used to achieve their own goals, but improper when used to achieve goals with which they disagree?**

      2. **Discuss with the class the relationship between dissent and democracy. Ask the students if there are freedoms which we have today that would not have existed without dissent, i.e. women's right to vote, civil rights, right to organize unions. Pose the following questions to the students:**

         Can dissenters be right?

         What is the best attitude to take toward them?

         How tolerant should the government be toward dissenters?

ENGLISH

Title: **English — The Great Borrower**

Grade Level: 7 - 12

Length of Activity: One or two periods

Human Relations Concepts to be Taught:

English is completely dependent on other older languages.

The cultural linguistic contributions of all nations aid people's communication with each other.

Attitudinal and Behavioral Objectives:

To react more favorably to people with accents or foreign speech patterns in either life situations or in literature.

To explore words and their origins as means of people communicating with each other.

To realize that English is not the "best" and "only" language.

To stem cultural superiority complexes.

Teaching Techniques and Learning Activities:

1. When the situation for such a lesson arises, take advantage of it. It may occur in connection with Shakespeare's language, with spelling differences between American English and British English, with Burns' poetry, with any author who uses foreign words, phrases or dialect, or with any situation in levels of linguistic behavior.
   - A. When a student voices a question, protest, or complaint, such as "Why doesn't that character speak English?" recognize him and ask him to repeat his question or statement in English.
   - B. When it is repeated, pretend not to understand him; ask him to repeat it again in pure English. Write the remark on the board.
   - C. Point to significant words in the student's remark and protest that they are not really English. Supply student with a dictionary and make him check etymology and derivation. (With younger students, it may be necessary to teach dictionary techniques.)
2. Appoint a keeper of the dictionary to track down the origins of various words used in class discussion.
3. Assign this paragraph as a class exercise in tracking down origins of words which show the dependence of English on other languages.

   Wednesday, the thug loafed at a damask-covered table on the balcony of the cafe. He scanned a cosmopolitan menu which included items like: apple pie, goulash, sugar cookies, Roquefort cheese, pizza, stroganoff, enchilladas, and bubbling cider. All this and much more was spread out as a tempting smorgasbord. He ordered only a chocolate-flavored liqueur. At the next table was a beautiful half-caste brunette in a lemon colored frock with kimona sleeves. Around her shoulders was a crimson angora shawl. He ignored her while he deciphered a code on the back of the paper menu; it arranged his rendezvous with a canny smuggler of tea cargoes.
4. Compare the results of this assignment and discuss the possibility of speaking **Pure** English.

Related Activities:

Explore the historical backgounds of English — how and when English started and grew. This may include looking at various authors from different periods.

Assign outside research into the origin and migration of words.

Begin a map as a bulletin board display. Place words that have come directly from or have been derived from that country within its boundaries. If interest continues, have students place the original word in the country with connecting lines to England and America and the anglicized forms.

A time line of linguistic development may also be developed as a bulletin board display.

Continue this type of study by including, as a regular part of vocabulary assignments, foreign words or expressions used in English. Examples: carte blanche, et cetera, coup, ad infinitum.

Prepare an entire lesson or series of lessons on foods, using menus from Italian, French, German, Chinese, English restaurants. Acquaint students with words they may find when eating in a restaurant. Examples: soup du jour, maitre d'hotel, au gratin.

Using the expression, "When in Rome, do as the Romans do," establish groups to represent various cities, such as Paris, Copenhagen, Athens, Tokyo, Berlin, Madrid, Moscow. Have the entire class prepare a list of expressions and words they might need to communicate if they were in one of these cities. Have each group find out how to say the words or expressions in the language of the country of their city. Prepare various bulletin board displays, "When in.................., speak as the................. do." Have the groups teach these words to the rest of the class. Try various role-playing situations once students are acquainted with simple communication in another language.

Resources:

Guide on Figurative Language and Linguistic Behavior, p. 115.

ENGLISH

Title: The Noun as Label; The Language of Stereotyping

Grade Level: 7 - 12

Length of Activity: Five periods

Human Relations Concepts to be Taught:

Labels affect one's perception of people and one's behavior toward them.

The use of labels tends to produce stereotyped judgments.

Attitudinal and Behavioral Objectives:

To recognize nouns used as labels when presented in a given context.

To recognize prejudicial statements.

To employ this recognition in academic and social activities.

Teaching Techniques and Learning Activities:

1. Begin with a discussion that considers the following factors which point up the functional nature of language. Make a chart listing these functions.

CHART I: FUNCTIONS OF LANGUAGE

A. Language is used to classify and name various realities.

B. Language serves as a vehicle or instrument to convey human need, desire, happiness, knowledge, etc.

C. Language is used to realize and further human goals, aims.

2. Evoke examples to illustrate each function.

3. LANGUAGE TO CLASSIFY AND NAME REALITIES

   A. Introduce an enlarged replica of CHART II. Discussion and activities can proceed in the following ways.

CHART II

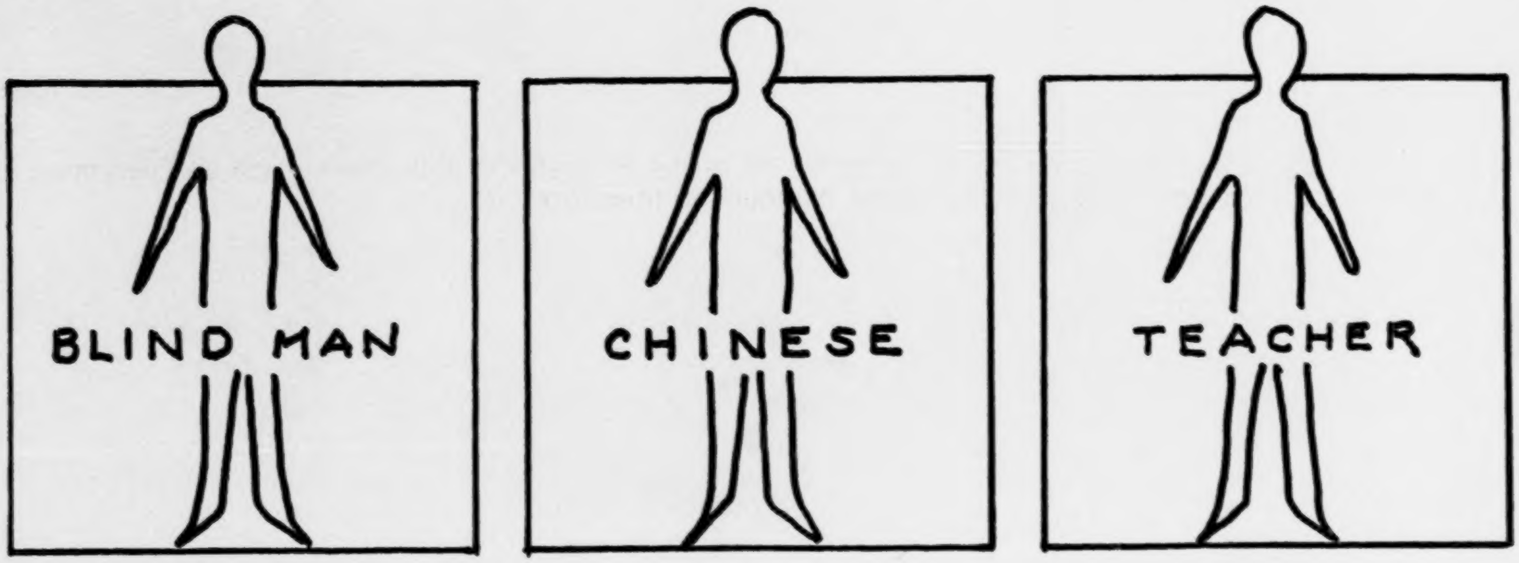
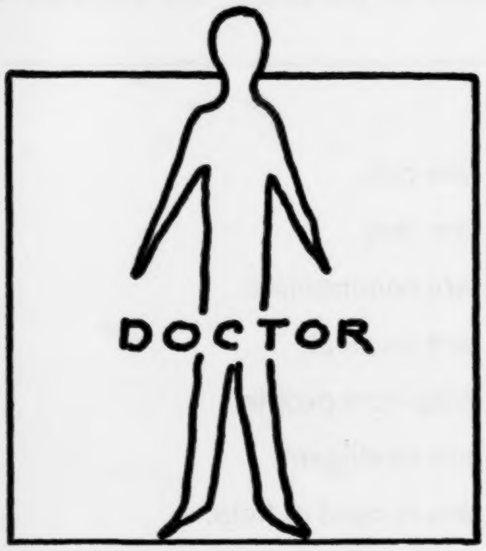
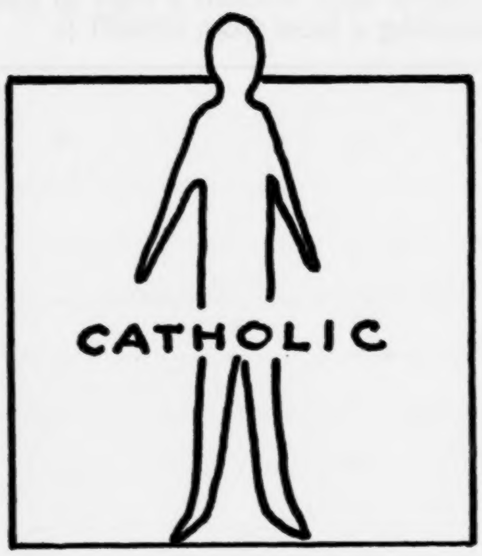
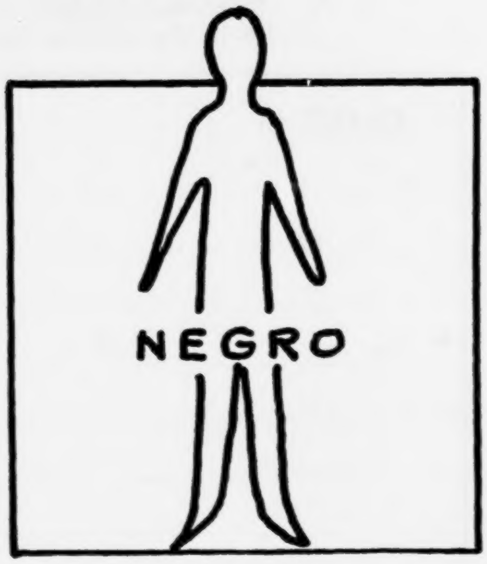


CHART II, continuation







B. Discuss:

Which function of language does CHART II manifest?

What do we think of when we hear "blind man"?

What do we mean when we say "blind man"?

How do we act in relation to a "blind man"?

Does his incapacity in one aspect of his nature make him incapable in every other?

What happens when we merge these labels and apply them to one person? (a blind Chinese teacher, a Catholic Negro doctor, a blind Negro teacher, etc.)

Conclude by summarizing discussions and, with the help of students, precisely formulating the characteristics of nouns as labels.

In their function of classifying, these nouns abstract one feature of some reality or person and ignore all others. For reasons such as: intolerance, ignorance, affection, etc., people tend to accept one feature as representative of the total person or reality; thus nouns become labels.

C. Activities:

1. Have students make their own charts and discuss them.
2. Introduce competitive games:

   After students' charts are introduced, the student who can provide the most or telling features that tend to reveal nouns as labels could possibly "win" a game on a point system. "Word-watching" can take place in the classroom over a prolonged period of time, the student "spotting" the most instances in which nouns are used as labels would be rewarded.
3. Have students pick a label for a competitive topic.
4. Role-playing can take place with students "acting out" labels, while others act out roles that tend to defy these same labels.
5. Have students read or perform one of the English morality plays, such as **Everyman**, to illustrate the personification of nouns in literature.

4. LANGUAGE AS AN INSTRUMENT IN CONVEYING HUMAN NEEDS AND REALIZING GOAL.

A. Introduce CHART III. Hand each student a copy of the items on the chart. Ask students to fill in the blanks by choosing a label from CHART II.

CHART III

.... **are rich.**

.... **are lazy.**

.... **are communists.**

.... **are musical.**

.... **help cure people.**

.... **are intelligent.**

.... **are in need of help.**

.... **want to take over everything.**

.... **are controlled too much.**

.... **are well-educated.**

.... **are helpless.**

.... **like to fight.**

B. Discuss:

Why did you make your choice of label to fill in each blank?

How are these statements related to the second and third functions of language?

To what human goals or aims are these statements related?

What human needs are conveyed by them?

Bring out here that language can serve to promote hatred, intolerance, depraved ends, and goals.

What happens when we shift the subjects of these statements?

(Can a teacher be lazy and a blind man well-educated?)

What happens when one places the word "some" in front of the subject?

Introduce the difference between general or universal statements and particular ones. Present concept that stereotyped statements are usually particular traits predicated on a universal level.

Related Activities:

1. **Provide along same lines as 3C above.**
2. **Use charts and A-V materials that present this guide in a new light; i.e. present or have students present the same materials and ideas stressing the positive enriched version of nouns and their qualifiers that would point up language activities that are not prejudiced.**

Resources:

Books:

The Story of Language, Chapter 8, Part III, Mario Pei, The New American Library.

The Nature of Prejudice, Chapter III, Gordon W. Allport, Doubleday & Company, Inc.

Pamphlet:

How Do You Talk About People, Irving J. Lee, Anti-Defamation League of B'nai B'rith.

Film Strip:

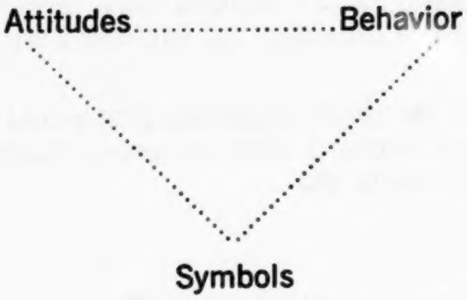
Exploding the Myths of Prejudice, Ethel Alpenfels, Consultant, Warren Schloat Productions.

Article:

"The Uses of Language," Neil Postman and Howard C. Damon, in Aids and Ideas in Teaching English, Holt, Rinehart and Winston, Inc., Service Bulletin, 1964.

ENGLISH

Title:



Grade Level: 7 - 12

Length of Activity: Five periods

Human Relations Concept to be Taught:

Cultural and linguistic symbols may reveal or affect human attitudes and behavior.

Attitudinal and Behavioral Objectives:

To provide a context which will enable students to identify their attitudes and those of others with the symbols "black" and "white."

To enable them to trace in a pragmatic way the cultural and linguistic modes of behavior based on these attitudes.

Teaching Techniques and Learning Activities:

1. As preparation for this guide, have students study **Black Like Me,** John Howard Griffin, and **"Richard Cory,"** Edwin Arlington Robinson.

2. Present a list of idiomatic statements, using "black" and "white" to bring about some basic responses to these terms.

   Example:

   "You're in the dark!"

   "It was a black day."

   "Do you see the light?"

   "He's lily white."

   Stress throughout a discussion of these statements that words which are primarily descriptive are also morally connotative.

3. Using news media, periodicals, and the literature the students are presently studying, have students present instances of the use of "black" and "white." These can be used to illustrate their symbolic meanings and to show how deeply rooted they are in our language and customs.

4. Begin the following exercise on **Black Like Me** which is designed to indicate that "black" and "white" as cultural phenomena determine and reveal attitudes and behavior:

   Set group projects for students who are to provide discussion-type reports on the following questions:

   By changing the color of his skin, how were the attitudes of Griffin and the people in contact with him changed?

   How did this "change of skin" determine his behavior? The behavior of others toward him?

   Have our behavior and attitudes been changed by his experiences? If not, what are some possibilities for change to take place?

5. Use the same exercise presented in item 4 with "Richard Cory" to illustrate the function of "black" and "white" as linguistic phenomena. The exercise might be governed by this question:

   What happens to our understanding of "Richard Cory" and our interpretation of this poem when the following conditions are provided? (a) Richard Cory is "white" (b) Richard Cory is "black."

At this point expand this section to include other conditions that would bring about attitudinal and behavioral responses to language. For instance, Richard Cory is Jewish, Catholic, Protestant, Polish or the community in which he lives is a ghetto, a suburb, etc.

Resources:

Black Like Me, John Howard Griffin, Houghton Mifflin Company.

"Language Determines Attitudes; Attitudes Determine Language," Howard C. Damon and Neil Postman in **Aids and Ideas in Teaching English,** Holt, Rinehart and Winston, Inc., Service Bulletin, New York 1964.

The Collected Poems of Edwin Arlington Robinson, Edwin Arlington Robinson, The Macmillan Co.

ENGLISH

Title: Cultural Confrontation through Reading Sensitivity

Grade Level: 7 - 12

Length of Activity: Three class periods

Human Relations Concept to be Taught:

Hopelessness and suffering can be fostered by environment.

Attitudinal and Behavioral Objectives:

To present students with a sense of life in a ghetto and with the understanding of how it is experienced by a group of eleven-year olds.

To discover in this reading exercise that children in a ghetto sincerely wish that this environment could be changed.

Teaching Techniques and Learning Activities:

1. Have students read selections from **36 Children**, pages, 36-39, wherein eleven-year old children verbalize their conceptions of the blocks and neighborhoods in which they live.
2. Use the following list of discussion questions that relate to the structure and content of the reading selections. Stimulate students to explore the reasons for these children's responses and the causes of the social conditions surrounding them.

   What are the identities, ages of writers?

   What are some of the things we can learn from the words they use and the tones of their passages?

   Are these children sensitive? If so, why?

   How do they perceive policemen? Why?

   Why is there so much garbage in their blocks, neighborhoods? Who is responsible for this?

   What kind of "total picture" can we see of their lives in the ghetto and the ghetto itself?
3. Present the following poem in Grades 9 - 12 for discussion:

THE GHETTO, Barbara Collins

An overturned
garbage can
in the alley
there with
two dogs fighting
over a
dehydrated bone
and a little boy
picking in the garbage
a mother calling
and a siren blowing.
the smell of
burnt cabbage and
gasoline
mixed with the
odor of a dying
rodent
somewhere there
a Cadillac
next to a
yamcart
and a naked
baby.
big stomachs
protruding
prodigiously
while streets
are sweltering
with the stench of
last week's
garbage
a rustle of
wind and the refuse
swirls
bringing with
it delicate smells
from the
city sewer.
Social workers
are
vaccinated
against
ringworms
while
babies
die of lice.
a kettle blowing
steam
and a chair
is cut up for
fuel.
a wedding
a family moves
in
overhead an
airplane
and a factory
whistle.
Two cats
fighting
one white
one black
over a small
shelter
in the crevice
of a house
where a mouse
watches
anxiously as
a brigade
of roaches
marches
over a small
rock
where
someone buried
an
unwanted child
while
the
urban development
committee
rides on the
expressway
overhead and
looks down
upon
the place
shaking heads
and hands
deciding to
build a playground
there
to ease the
tension
while a child
starves.
Dirty diapers
strung from
house to house
boys running
with stolen
apples
children
being beaten
in school
with a wooden
stick while
someone tells
them to continue
their education
a dog dies in the
alley and the
Cadillac is pawned
for another one
a playground is
built while the
children starve
and above the yard hangs
the success that all
dream of as they
gaze with awe upon the
inscription
"keep the faith
baby."

4. Have students read selections on pages 40-42 of **36 Children** that give children's desires to change their blocks. Utilize these discussion questions:

   What things in particular do they want changed? Why?

   How many of you have access to gardens, social clubs, parks, playgrounds, gyms?

   What accounts for the existence of this access? If you did not have it, who or what would be responsible?

5. Conclude in a variety of ways:

   A. Ask students to write about their blocks, neighborhoods, and follow-up reproducing selections from their writings which can be used to explore contrasts and parallels to the writings of the children from Harlem.

B. Ask students how they would change their environment if they could. Contrast or compare their statements to those which relate to the ghetto.

C. Present role-playing situations which provide for shifts of identity and situations in relation to the experience of your students and the children from Harlem.

D. Discuss what we might do to change our neighborhoods?

What can the children of Harlem do?
What can we do to help them?
In what ways can they help us?
What courses of action can we begin now to effect changes that would help all of us?

Resources:

Book:

36 Children, Herbert Kohl, The New American Library.

Filmstrip and Record:

They Have Overcome, Warren Schloat Productions, Inc.

Magazine:

Life, pictorial essay on the ghetto, Gordon Parks, March 8, 1968.

See also: Social Studies Guide on Poverty, p. 65.

ENGLISH

Title: Figurative Language and Linguistic Behavior

Unit: Poetry

Grade Level: 7 - 12

Length of Activity: Adaptable

Human Relations Concepts to be Taught:

Divergent patterns of linguistic behavior need acceptance.

Emotive reactions in relation to these patterns need understanding.

Attitudinal and Behavioral Objectives:

To understand linguistic behavior.

To establish a realistic yet aesthetic relationship of a student to his language.

To increase language proficiency and appreciation.

Teaching Techniques and Learning Activities:

1. Use this resource guide with any unit of poetry. It is suggested, however, as a good "opening" for the teaching of poetry.
2. Begin by asking each student to place at least one slang expression in a brief dialogue.
3. Utilize these expressions in the following way:
   Mimeograph them along with certain lines of poetry and pass them to students for consideration.

   Example:

   He's wasting himself —
   "Full many a flower is born to blush unseen
   And waste its sweetness on the desert air." (Gray)

   That's a whole bomb, man —
   "Then I felt like some watcher of the skies
   When a new planet swims into his ken." (Keats)

   That's my hang-up —
   "I felt a cleavage in my mind
   As if my brain had split
   I tried to match it, seam by seam,
   But could not make them fit." (Dickinson)
4. Discuss the similarities as well as the differences of slang and poetry and the stock responses to each — "Slang is bad." "Poetry is good, beautiful."

Related Activities:

Center discussion around G. K. Chesterton's statement that "All slang is metaphor, and all metaphor is poetry" and "Dizzy" Dean's statement that "Lots of people who don't say ain't' ain't eatin'."

Permit writing activities to grow out of these discussions. Ask students, for instance, to give written expression to the poetry that lives in their idiomatic use of language or to give prose equivalents of this poetry. Ask them to determine who or what establishes language standards and why. It is most important, however, to utilize this guide as an occasion for free and relatively unstructured oral and written responses, for the purpose of removing those inhibiting factors that make many students mute and listless in class and on paper. This descriptive approach to figurative language in the form of slang and poetry can easily provide a basis for discussions of why there are levels of linguistic behavior, and, for instance, why one level might be more desirable than another.

To reinforce this guide, a follow-up activity is suggested: Place a list of words such as table, freedom, love, black, blood, white, etc. and the blackboard. Lead students into a discussion of these which would examine and explore the reasons why there is a variety of responses to a given word and/or standard response to a given one.

Resources:

Books:

- **The Story of Language, Mario Pei, The New American Library.**
- **The Silent Language, Edward Hall, Fawcett Publications.**
- **Linguistics and Your Language, Robert A. Holl, Jr., Doubleday & Company.**

Title: Climb into Another Man's Skin — Role-playing Through Writing.

Unit: **To Kill a Mockingbird**

Grade Level: 9 - 12

Length of Activity: Two to three periods

Human Relations Concepts to be Taught:

Understanding is strongly affected by both factual knowledge and feeling.
Different people may have different viewpoints on the same subject.
A person's view of life reflects his personality and background.

Attitudinal and Behavioral Objectives:

To feel and sympathize with others.
To put oneself in someone else's position.
To graphically describe this experience in writing and speech.

Teaching Techniques and Learning Activities:

(based on students' knowledge of the book: **To Kill a Mockingbird,** Harper Lee, Popular Library.)

1. Place the following quotation from the book on the board: "You never really understand a person until you consider things from his point of view — until you climb into his skin and walk around in it."

2. Stimulate open discussion:

   When Atticus says this to Scout, to what is he referring?

   Could Scout transfer her emotions to feel like others, especially those opposite from her? Give examples.

   What other relationships in the book could benefit from a character's consideration of a situation from another's point of view?

   the brother-sister relationship of Jem and Scout
   the parent-child relationship of Atticus and children
   the normal-handicapped relationship of children and Boo Radley
   the authority-child relationship of Calpurnia and Scout
   the teacher-pupil relationship of Miss Caroline and Scout
   the Negro-white relationship of the Robinsons and Atticus
   the Negro-white relationship of Calpurnia and the Finches
   the poor-rich relationship of the Ewells and the town
   the poor-rich relationship of the Cunninghams and the Finches

3. In evolving each of the above relationships, make a chart:

SITUATION	RELATIONSHIP	FEELINGS SHOWN BY EACH SIDE
Lunch	Scout - Walter Cunningham	Scout - Lack of Understanding Walter - Pride

4. In each situation, discuss what prevents or encourages understanding. Analyze feelings, background, social structures in terms of actual incidents in the book.

5. When students are feeling secure in their analysis of situation, ask them how they know what they are talking about.

   Where do you get your evidence?
   Whose point of view have you been relying on?

Evoke the awareness that everything they know about happenings in the story, they know from what the first-person narrator, Scout, has related.

6. **Discuss point-of-view and its effects on reader response.**
    - A. **Ask how the book would have been different if Jem, Atticus, Mr. Ewell, Calpurnia, Tom Robinson, Boo Radley, or Dill had told the story.**

        What attitudes would each have included in his narration?

        What stories or sides of stories would each have included in his narration?

        What language would each have used?
    - B. **Select a sample situation and discuss various possible attitudes of different characters.**
7. **Divide the class into small groups.**
    - A. **Appoint a discussion leader and a recorder in each group.**
    - B. **Assign a character from the book to each group.**
    - C. **Have each group consider the attitude, point of view, and personality of its character; then have each group arrive at its own version of that character's side of the story or of a particular incident in the book.**
    - D. **Have the recorder in each group tell his group's story to the entire class.**
    - E. **Let the class discuss each version's consistency of thought and language.**
8. **Assignment:**

    Write a brief essay of about two hundred words in the first person viewpoint. Take one passage or incident in the book and tell it from the point of view of a character other than Scout.

    Example:

    Be Miss Caroline describing your first day teaching school.
    Be Walter Cunningham telling your family about lunch at the Finch house.
    Be Jem explaining what prompted you to slash Mrs. Dubose's carnations.
    Be Burris Ewell defending your attitude toward insolence in school.
    Be Boo Radley expressing his view of the Finch children.
    Be Atticus defending his decision to defend Tom Robinson to Aunt Alexandra.

Related Activities:

Role-play various situations suggested by the compositions.

In presenting the case of Tom Robinson, hand out copies of the poem "Between the World and Me" by Richard Wright. Discuss the legal treatment of Negroes in the South.

Have the students compare and contrast the life of the Finch children with the lives of others living during the Depression.

Resources:

Books:

The Grapes of Wrath, John Steinbeck, Bantam
Black Boy, Richard Wright, New American Library

ENGLISH

Title: Apartheid — Inner-Outer Discussion

Grade Level: 7 - 12

Length of Activity: Adaptable

Human Relations Concept to be Taught:

People of different groups and members within a group must see the significance of listening and discussing in group problem-solving.

Attitudinal and Behavioral Objectives:

To listen with understanding to another group's viewpoint.

To present one's own view rationally and authoritatively within one's own group.

To realize, through discussion, that all people within a group do not subscribe to the same viewpoint.

To learn, through discussion, that some personal ideas must be subordinated to the group and that a group's ideas sometimes must be comprised for general understanding.

Teaching Techniques and Learning Activities:

1. Based on student's knowledge of the book, **Cry The Beloved Country,** Alan Paton, Scribners, discuss the possibility for change in their world as evinced by the small steps taken by Mr. Jarvis and Stephen Kumalo. Evolve possible steps the two of them could take in organizing a change.
2. Divide the class into two groups and let each choose a leader — one to represent Mr. Jarvis and the South African whites who want to effect some changes and one to represent Stephen Kumalo and the blacks interested in establishing some communication with the white community. Each group will be a committee under the leader.
3. Assign students to do some **research** on apartheid, exploring the problem, its consequences and its solutions in terms of the group to which they belong. Give them a certain period of time in which to do this research and allow for short committee meetings several days during this period.
4. Arrange a day for group discussion, a joint meeting of the committees.
5. On the appointed day:
   - A. Arrange the chairs in two circles, an inner one and an outer one, facing center.
   - B. Have one committee in the inner circle and the other in the outer.
   - C. Make sure each student is provided with paper and pencil.
   - D. Teacher can serve as discussion leader and set down rules for the discussion and may, for follow-up purposes, appoint a recorder in each group:
     1. The time available should be divided into three segments.
     2. During the first segment, the group in the inner circle will discuss the problem, their feelings about it, their attitudes, the possible **realistic** solutions, how these solutions would affect others, and how they can or want to commit themselves.
     3. During the first segment, the group in the outer circle must **listen;** they may take notes but may not interrupt.
     4. At the end of the designated time period, the groups switch chairs and the process is repeated. The second group does not speak in reaction to the first, but rather exposes its attitudes in somewhat the same manner as the first. The discussion leader must guide this process.
     5. At the end of the second segment, the groups form one large circle with members interspersed to avoid a coalition forming. Interaction should come easily; the discussion reaction and confrontation should flow.
     6. The teacher/discussion leader may sum up at the end.

Related Activities:

Have students compile a bibliography on apartheid in South Africa.

Extend the discussions between committees and have them make recommendations or proposals or solutions.

Extend the discussion to the American problem of segregation and civil rights; if this is done, have committees switch sides. Work on constructive and positive views and ideas.

Prepare papers comparing and contrasting the roles of blacks in the United States and South Africa:

Examples:

- The black athlete
- The black musician
- The black teacher

Resource:

Book:

Cry, the Beloved Country, Alan Paton, Scribner's (School Edition)

ENGLISH

Title: Communication — A One Way Street.

Unit: Poetry

Grade Level: 7 - 12

Length of Activity: One to two periods

Human Relations Concepts to be Taught:

Each person needs to feel important as an individual.

Children and adults should respect each other.

Attitudinal and Behavioral Objectives:

To recognize each person's need to feel important.

To recognize one's own need for individuality and security — a need that may express itself in different behavior.

To respect other's privacy.

Teaching Techniques and Learning Activities:

1. Have students read and discuss briefly the poem:

ELEVEN

And summer mornings the mute child, rebellious,
Stupid, hating the words, the meanings, hating
The Think now, Think, the O but Think! would leave
On tiptoe the three chairs on the verandah
And crossing tree by tree the empty lawn
Push back the shed door and upon the sill
Stand pressing out the sunlight from his eyes
And enter and with outstretched fingers feel
The grindstone and behind it the bare wall
And turn and in the corner on the cool
Hard earth sit listening. And one by one,
Out of the dazzled shadow in the room
The shapes would gather, the brown plowshare, spades,
Mattocks, the polished helves of picks, a scythe
Hung from the rafters, shovels, slender tines
Glinting across the curve of sickles — shapes
Older than men were, the wise tools, the iron
Friendly with earth. And sit there quiet, breathing
The harsh dry smell of withered bulbs, the faint
Odor of dung, the silence. And outside
Beyond the half-shut door the blind leaves
And the corn moving. At noon would come,
Up from the garden, his hard crooked hands
Gentle with earth, his knees still earth-stained, smelling
Of sun, of summer, the old gardener, like
A priest, like an interpreter, and bend
Over his baskets.

And they would not speak:
They would say nothing. And the child would sit there
Happy as though he had no name, as though
He had been no one: like a leaf, a stem,
Like a root growing . . .

Archibald MacLeish, Poems 1924 - 1933
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2. **Ask the following questions for discussion:**

   Why does the boy go to the barn?
   What is he escaping from?
   What does he feel when he is in the barn?
   What is his relationship with the gardener?

3. **Evolve the idea that the parents unwittingly failed to respect the boy for what he was; as a result he retreated to his own world where he could be himself and where his privacy was respected by the gardener.**

4. **To make the idea more real, try the following "group training" exercise.**

   A. **Move all the desks aside.**

   B. **Have students stand anywhere in the center of the room, but direct them to stand where they cannot touch anyone, even with arms outstretched.**

   C. **Instruct them to close their eyes and, like the boy in the poem, "Press the sunlight from their eyes." Use a set of instructions, such as the following. Speak slowly, pause between each, and give the students a chance to experience.**

   "This is your darkness — it is comfortable — it is warm — it protects you. Reach out your hands — stretch them — this is your world — this is your private space — You are at the center. Now let's imagine some things about you in your world and let's remember some things . . . Do not move from the center of your personal space, but you can react without speaking any way you feel. It is your world.

   "Imagine yourself as tall as you can be — reach six feet, ten feet, twelve feet, taller. You are in the center of your world — nothing can touch you — everything is stretched out below you — see — you can be anything you want to be — you are the tallest person in the world . . .

   "Now think deeply — from your eyes, think down, as far down into yourself as you can. Think in, to a small dark spot deep in yourself. You are small, very small, four feet, three feet, two feet — Your world is very small, very dark — it closes in on you — You don't have much space — nothing is yours except that small dark spot deep in yourself . . .

   "You are a child — very small —The people around you are very big, six, eight, ten feet tall . . . You try to reach that high but you can't — You try to make them see you but they are so tall and you are so small . . . so small, so insignificant.

   "But not for long — you grow . . . You're you again . . . You're still the center of your world . . . You are important . . . Reach out again — that is your space . . . Your world . . . You can be anything you want in your world . . . Think of yourself as anything you ever wanted to be — no one can destroy you in your world — it is your own personal space — reach out and explore it again . . .

   "Now put your hands at your sides. Keep your eyes closed . . . Move around the room."

   D. **Give them a minute to move around. Then have them open their eyes and arrange the desks in a circle.**

   E. **Open discussion by asking questions:**

   How did you feel when you were in the dark? At the beginning? When you were tall? When you were small? When you were moving around? Why?

   How did you feel when the first person bumped into you? Why?

   What did you do when you touched someone? What did you imagine you saw when you were tall? When you were small? Why?

   F. **Allow students to discuss their feeling, to compare and contrast reactions. Encourage sharing but do not put any one student in an uncomfortable position. Move toward an understanding of how others can feel differently in an identical situation and an awareness of others' sensitivity.**

5. **Apply the experience to the boy in the poem.**

   Can you better understand him?

   Whose adjectives are "mute," "rebellious," and "stupid"?

   Contrast the effect of the parents and the gardener on the boy.

   How can he be "happy as though he had no name"?

   Why is he happy feeling like no one?

   What is his concept of himself?

Related Activities:

Assign a composition or free form writing: on their feelings during one part of the exercise; on the boy — a look into his future; on the parents — their point of view on the son's behavior; on a "special" spot where the student feels comfortable or important.

Have the students compile a list of ways:

A. People protect their personal space and themselves from intrusion.

B. People build a positive idea of themselves (rationalization, daydreaming).

C. Specific groups of people knowingly or unknowingly attack other groups and individuals; parents and children; teachers and students; children and other children; majority and minority.

Resources:

Books:

Poems 1924 - 1933, Archibald MacLeish, Houghton-Mifflin Company.

Between Parent and Child, Haim Ginott, Macmillan

ENGLISH

Title: Communication — A Rusted Hinge

Grade Level: 7 - 12

Length of Activity: One to two class periods

Human Relations Concepts to be Taught:

Parents and children often fail to recognize each other's needs.

Parents and children should try to understand the feelings, the circumstances, and the background that determine their reactions to each other.

Attitudinal and Behavioral Objectives:

To understand and analyze behavior that seems entirely negative.

To role-play parent and child as a means of recognizing that each has strong feelings that make him react — sometimes thoughtlessly.

To sensitize students to others' roles.

Teaching Techniques and Learning Activities:

1. Have class read the poem "A Spring Night."

A SPRING NIGHT

His son meant something that he couldn't name.
He had his picture in his wallet,
but never remembered taking out the wallet
for anything but cash, or an address, or a name.

He could have hated him, but didn't
even though the boy reminded him
how stuck he was because of him.
He could have loved him, too, but didn't.

When Mr. Cuff came home at night
there was reading, or sitting on the stoop till dark,
watching the dead-end street he lived on fade to dark,
so they didn't talk together much at night.

Sitting as usual this April evening
watching an impassively dying sun,
he became aware that hesitantly his son
was coming to him out of the evening.

They sat awhile together, then quietly
the boy asked him, "Do you really like boys?"
I'd just like to know that, if you really like boys.
Mr. Cuff was stunned. The sun set quietly.

Communication was a rusted hinge to Cuff.
He sought someway convincingly to say
"There's just the word I've wanted long to say
but couldn't say." "Like is the word," thought Cuff.

"I'm damned," said Mr. Cuff under his breath.
Finally the boy shuffled off. Cuff went to bed.
"What's that you're mumbling over there in bed?"
asked Mrs. Cuff in the dark. Cuff lay still as death.

Robert Beloof

2. Open discussion by accepting class reactions to the poem. Perhaps ask the question: "Is it realistic?" Move to more specific questions concerning Mr. Cuff, his son, and their relationship.

   Example:

   What is Mr. Cuff's attitude toward his son?

   What is the meaning of the line, "The boy reminded him how stuck he was because of him"?

   Is Mr. Cuff's attitude toward his son directed at his son as an individual?

3. As a variety of answers evolve, set up series of role-playing situations based on parent-child relationships. Begin with situations directly related to the poem and then extend the situations to include problems that the students make evident in their discussion. (See: Role-playing Techniques, p. 173.)

   Example:

   An eight year old **persistent** son trying to get Mr. Cuff, the father, to take him to a ball game.

   Mrs. Cuff at the dinner table scolding her son for not having taken the garbage out.

   Mr. Cuff, having thought about the confrontation described in the poem, facing his son the next morning.

   Mr. Cuff, Mrs. Cuff, the son and a policeman when the fifteen year old son is brought home after being caught stealing a car.

   During the discussion period, be sensitive to students who react in a way that exposes their problems with their parents. Cast them in roles that may help them to identify some of the communication problems with their own parents — especially from the parents' point of view — or ask them to evolve other role-playing situations.

4. At the end of a role-playing situation, have the group discuss what happened, what behavior was exhibited.

5. Extend discussion if time permits.

   A. Have students explore the reasons for Mr. Cuff's own behavior.

   B. Have students conjecture possibilities of a change in the relationship between Mr. Cuff and his son.

   C. Imagine the relationship between Mr. Cuff and his own father. Try role-playing situations.

   D. Project the kind of father the son might be fifteen years later.

Related Activities:

Assign students to rewrite the last stanza of the poem or write an epilogue to the poem.

Have them write a companion poem showing a favorable parent-child relationship.

Have them write a paragraph, in Mr. Cuff's words, beginning with the quote "I'm damned" and going on to reflect on the situation from Mr. Cuff's point of view.

Set up a series of situations in which a parent must make a decision concerning his child. Have the students make a decision and defend it in a written assignment.

Example:

Your thirteen year old daughter comes home from junior high school with a request to begin dating.

Your son expects that as soon as he is sixteen you will let him drive. He will get a job to pay for the insurance, but he expects you to continue his allowance and pay for his clothes.

Resources:

Books:

Between Parent and Child, Haim Ginott, Macmillan

End-of-Year Examinations in English, Commission on English, College Entrance Examination Board

ENGLISH

Title: Communication — A Mask and Shield

Grade Level: 7 - 12

Length of Activity: One to two class periods

Human Relations Concepts to be Taught:

People often try to mask their feelings with language.
Choice of language reveals personality in many ways.
What is not said is often as important as what is said.
The same words can mean different things to different people.

Attitudinal and Behavioral Objectives:

To recognize and be sensitive to ways people try to protect themselves with language.
To learn to read clues of language.
To see how protection devices can be misunderstood.
To listen and hear beyond what is said.
To try expressing feelings, not only so they can be understood but so they cannot be misunderstood.

Teaching Techniques and Learning Activities:

1. Have class read or reread the poem "A Spring Night." (see preceding guide)
2. Discuss what the few lines spoken in the poem reveal about the character who speaks them. Discuss the manner in which they are interpreted by the person who hears them.
   A. Ask the following questions to evoke the concept of the boy's protection of his own self-concept:

      Why does the boy ask if his father likes "boys"?
      Why doesn't he ask if his father likes him?
      Why does he use the word "like" instead of "love"?
      What does the boy see as the difference between the two words?
      What would be the difference to the father?
      What does the boy **think** the difference would be to his father?
      What does the boy think if his father answers "No" to the original question? "Yes"?

   B. Ask the following questions to evoke the concept that the same words can mean different things to different people:

      Why does Mr. Cuff say, "I'm damned"?
      What do these words mean to Mr. Cuff as he says them?
      What do they convey to his son?
      Do they interpret the words in the same way?
      What role does communication have in this father-son relationship?

   C. Ask students to give examples from their own experiences of ways people:
      1. Hide behind their words and do not say precisely what they mean.
      2. Speak without considering what their words convey to those who hear them.

Related Activities:

Place students in various writing situations which will reveal their success in hiding behind words.

Example:

Write a note to an aunt you do not like thanking her for a sweater (or any other present) that you think is abominable.

Write a letter to someone who thinks he's your friend. Decline an invitation to a party you could but do not wish to attend.

Discuss letters in class:

Example:

How successful was the student in hiding true feelings? What words aided success? Hindered success? What words, if any, revealed the student's true feelings? How would you feel if you received the note?

Collect some of the columns on connotations by Sidney Harris in the **Buffalo Evening News,** and discuss words that change personalities.

With older students, use the chapter on definition, connotation, and denotation in **The Rhetoric Casebook,** by Connelly. Follow with an assignment.

Example:

Historically trace a word and its extended meanings and write a paper. Words like tragedy, cool, slavery, democracy, hocus pocus, etc.

Suggest students compile a list of current slang or "in" words and have them take a survey of what the the words mean to various groups: junior high students, high school students, teachers, parents, grandparents, etc. Perhaps they could compile a "Dictionary For Today."

Present to the students two passages:

1. The first two paragraphs from **David Copperfield,** by Charles Dickens.
2. The first three paragraphs from **The Adventures of Augie March,** by Saul Bellow.

Do not identify by title or author.

Have students discuss and describe each character by what he reveals in the passage:

Example:

What do his words reveal?

What attitude is revealed?

What does his sentence structure tell about him?

What can you deduce from what he does **not** say?

Assign students to write a similar autobiographical paragraph.

1. Ditto several paragraphs and let class discuss what paragraphs reveal: sex of writer; attitudes toward a family; attitudes about self; likes or dislikes. (Do not have them identify writer as he may be a person sensitive to the above exposition.)
2. Choose several other paragraphs that would not, in revealing the writer, expose sensitive feelings. Select two other students who could have written each paragraph. Develop a game of **To Tell the Truth** with contestants and a panel. The panel must give reason for their choice of author.

Have a committee take a survey of words, phrases, actions which block student-teacher communication. Set up a panel discussion of teachers and students to discuss the "communications blocks."

Resources:

Books:

David Copperfield, Charles Dickens, any edition

The Adventures of Augie March, Saul Bellow, Viking Press

LANGUAGE — FRENCH

Title: Liberty and Law

Grade Level: French, 3, 4, 5.

Length of Activity: Two class periods

Human Relations Concept to be Taught:

Most people tend to interpret the word "freedom" in the light of their personal experiences.

Attitudinal and Behavioral Objectives:

To recognize statements which jump to conclusions.

To avoid making premature or false judgments by jumping to conclusions.

Teaching Techniques and Learning Activities:

1. Assign for thorough reading a passage from Montesquieu's **Spirit of Laws: L'Esprit des Lois,** Livre XI, Chapters II and III, Édition Classique Larousse, Revue par L. Le Jealle, Librairie Larousse, Paris VI, France; see pages 46 and 47. This passage deals with the diverse meanings of the word "liberty."
2. Discuss the meaning of the passage with the students.

   Example:

   What does Montesquieu mean by liberty?
   How do we interpret liberty in our group?
   According to Montesquieu's interpretation, are we practicing liberty in our society?
3. Pass out copies of the following three sheets with questions geared to stimulate discussion as to whether everyone in our society enjoys liberty on an equal basis. Have students fill out the sheets and have them note that they will answer both A and B for each numbered question on each of the three sheets.

SHEET I:

A. D'après les lois de la société pouvex-vous décider tout seul:

B. D'après la voix de votre conscience devez-vous avoir le droit de décider:

	OUI	NON	POURQUOI?
1. Ceux que vous voulez avoir pour amis (sans exception?)			
2. Où vous voulez vivre dans une ville?			
3. Ceux qui peuvent vivre près de vous?			
4. Les valeurs morales d'une société?			
5. Comment juger la dignité des hommes?			
6. Les vêtements que vous pouvez porter dans votre société?			
7. Comment se conduire dans la société?			
8. Les livres que vous pouvez lire en classe?			
9. La signification du mot "la liberté?"			
10. La manière de rendre hommage à Dieu?			

SHEET II:

A. D'après les lois de la société pouvez-vous décider tout seul:

B. D'après la voix de votre conscience, devez-vous avoir le droit de décider:

	OUI	NON	POURQUOI?
1. Les amis que les autres peuvent avoir?			
2. Où les autres peuvent vivre?			
3. Ceux qui peuvent vivre près d'autres personnes?			
4. Comment les autres peuvent rendrre hommage à Un Être Suprême?			
5. Les valeurs morales que les autres doivent suivre?			
6. Comment les autres doivent se conduire dans la société?			
7. Comment les autres doivent juger la dignité des hommes?			
8. Les vêtements que les autres doivent porter?			
9. Les livres qu'ils doivent lire en classe?			
10. L'interprétation que les autres doivent faire du mot "la liberté?"			

SHEET III:

A. **Est-ce qu'il y a des gens qui décident pour les autres:**

B. **D'après la voix de votre conscience, doit-on avoir le droit de décider pour les autres:**

	OUI	NON	POUQUOI?
1. Ceux qu'ils peuvent avoir comme amis?			
2. Où les autres peuvent vivre dans une ville?			
3. Ceux qui peuvent vivre près des autres?			
4. Comment les autres doivent rendre hommage à Un Être Suprême?			
5. Les valeurs morales que les autres hommes doivent suivre?			
6. Comment les autres doivent se conduire dans la société?			
7. Les vêtements que les autres doivent porter?			
8. Les livres qu'ils doivent lire en class?			
9. Comment l'on doit juger la dignité d'autres hommes?			
10. L'interprétation que les autres doivent faire du mot "La liberté?"			

4. **Ask students to evaluate, in writing, in short French sentences, their concepts of the expression "Liberty and justice for all."**

5. **Hold a panel discussion based on the students' evaluations of the above writing assignment and on their answers to the worksheet questions. Vary the panel procedure in the following ways:**

   A. **Have the panel role-play examples of the divers meanings of the word "liberty." Direct the role-players to center their discussion on the relationship of liberty to law, and to arrive at a definition of the term "liberty."**

   B. **Have the entire class analyze the role-players discussion.**

Related Activities:

Have students research other famous French writers' statements on the meaning of "liberty."

LANGUAGE — FRENCH

Title: The Social and Moral Injustice of Slavery

Grade Level: French 3, 4, 5

Length of Activity: Three class periods

Human Relations Concept to be Taught:

The dominance of one group over another is often rationalized.

Attitudinal & Behavioral Objectives:

To compare a passage from Montesquieu with some modern examples.

To discover that similar rationalization has contributed to the present situation of the American Negro.

Teaching Techniques & Learning Activities:

Pass out copies of Montesquieu's passage on "L'esclavage des Nègres," from **The Spirit of Laws**, XV, 5 from **Collection Littéraire, XVIII Siècle**, La Garde et Michard; Bordas; Paris VI, France; p 108. This article, written in irony, lists the political, social, religious, and philosophical rationalizations for slavery in the 18th century France.

Have the students read the article and arrive at their own conclusion as to the intent of Montesquieu in writing the article.

Have the student write comments, in short French sentences, on his interpretation of the article. These comments should include the author's goal and true opinion.

Have the student prepare a contrast between the example for the rationalization of slavery found in Montesquieu's article and some contemporary examples that are comparable to Montesquieu's.

Example:

Justifications (rationalizations)

Economic (18th Century)	**Economic (20th Century)**
Slaves were needed in order to till the soil and keep the price of sugar down.	Migrant workers. Low grade labor keeps the price of products down.
Social (18th Century) Values	**Social (20th Century) Values**
Slaves have no common sense for they like glass jewelry more than gold so precious to a "civilized" society.	20th Century Negroes place great value in owning a Cadillac; however they live in slum houses. Negroes are inferior because of their color.
Religious (18th Century)	**Religious (20th Century)**
God could never have infused a good soul into a black body.	Misinterpretation of Genesis. "The Canard of Cham." Modern day religious prejudice. Some white churches will not accept Negro members.

Resources:

Mimeographed copy of Montesquieu's article on slavery taken from **The Spirit of Laws** XV, 5. Taken from text of La Garde et Michard, **Collection Littéraire, XVIII Siècle**, p. 108.

LANGUAGE — FRENCH

Title: The Language of Group Stereotyping

Grade Level: French 2, 3, 4, 5

Length of Activity: Two class periods

Human Relations Concept to be Taught:

Cliques tend to stereotype members of other groups.

Attitudinal and Behavioral Objectives:

To sort out prejudicial statements about "other" groups with the purpose of developing a more acceptable behavior toward those other groups.

Teaching Techniques and Learning Activities:

1. Pass out the following sheet of open-ended statements accompanied by the list of French expressions which may be useful in completing the exercise.

SHEET 1 — SENTENCE COMPLETION INSTRUMENT

Répondez aux déclarations suivantes selon vos propres sentiments. Ce n'est pas un examen. Ne vous inquiétez pas de la grammaire. Répondez-y aussi vite que possible.

1. La plupart des noirs
2. La plupart des Indiens Américains
3. Qu'est-ce que c'est qu'un gouvernment?
4. Les "Protestant Blancs"
5. La plupart des Irlandais (Irish)
6. La plupart des Juifs
7. Qu'est-ce que c'est qu'un bouge (slum) (taudis)
8. Pourquoi des gens habitent-ils les bouges?
9. De quoi une "bonne famille" se compose-t-elle?
10. Qu'est-ce qui est la cause des émeutes des races (race riots)?
11. Les gens des groupes différentes doivent . . .

EXPRESSION UTILES

The following expressions may facilitate your answering the preceding open-ended statements and questions.

a. habiter ensemble en groupes — to live together in groups.

b. ne sont pas amicales — are unfriendly.

c. sont mal traités — are treated badly.

d. ont de bonne chance — are lucky.

e. sont de mauvais humeur — have bad tempers.

f. sont tetus — are stubborn.

g. sont très religieux — are very religious.

h. ont l'air différent — look different

i. sont intelligents — are smart.

j. sont gentils — are kind

k. ne sont pas si intelligents — are not very smart.

l. prennent de la nourriture différente — eat different food(s).

m. ont de noms étranges — have odd names.

n. aiment la musique — like music.

o. habitent les bouges (taudis) — live in slums.

p. ont du talent artistique — have artistic talent.

q. sont beaux (belles) — are handsome (beautiful).

r. pratiquent des coutumes différentes — have different customs.

s. sont amicales — are friendly.

t. sont de bons ouvriers — are good workers.

u. sont paresseux — are lazy.

v. sont mal propres — are unclean.

w. sont pauvres — are poor.

x. ont du talent athlétique — are athletic.

z. essayer de contrôler une situation — try to "take over" a situation.

1. causent de problémes sociaux — make trouble
2. se battent beaucoup — fight a lot

The above is by no means a complete list. They are some suggested expressions that may help you in your search for French expressions.

A. Have the students complete in French the open-ended statements in class. Ask them to react spontaneously to the statements.

B. Collect the students' papers and establish evaluation of the students' answers. Center the evaluation around the descriptions that include:

    1. physical attributes
    2. economic characteristics
    3. personal characteristics (positive or neutral)
    4. personal characteristics (negative)
    5. the socially victimized

2. Spend the second day discussing these classifications and the results.

3. Arrange a panel of students. Make sure the panel reflects divers attitudes about the same groups. Have the panelists explain how they arrived at their conclusions about groups. Let the remainder of the class interject their comments in the discussion when they feel it necessary to do so.

4. Have an open class discussion based on how groups stereotype other groups. Lead group to an understanding of the process and criteria of stereotyping.

Related Activities:

Have students research the language of stereotyping: in the school, in society, and in other periods and countries, especially French-speaking countries.

Have students research the kinds of stereotyping and its language in France. Information can be sought at the French Embassy in Washington and at the United Nations Building in New York.

LANGUAGE — FRENCH

Title: Fact versus Fable in the Development of a Critical Mind

Grade Level: 2 - 3 - 4 - 5

Length of Activity: Two class periods

Human Relations Concept to be Taught:

The critical mind must separate fact from fiction to establish the truths in a situation.

Attitudinal and Behavioral Objectives:

To recognize a situation in which a person or persons have arrived at false or premature conclusions about a topic being discussed.

To avoid jumping to conclusions.

To assist in the development of a critical mind.

Teaching Techniques and Learning Activities:

1. Distribute a mimeographed copy of "La Dent d'Or" from "L' Histoire des Oracles" by Fontenelle in Collection Littéraire XVIII Siècle by La Garde et Michard, Bordas, Paris VI, France; see pages 24 and 25. Read through the passage together with the students to insure understanding. Then begin to evaluate with the students the goal of the article.
2. Have students study the method Fontenelle used in developing his article.
3. Have the students prepare a ten-line composition in French on any topic they feel relates to the idea of jumping to false or premature conclusions.
4. Ask the students to compile a list of statements that exemplify drawing false conclusions concerning a man in society.
5. Arrange follow-up discussions where students would share their compositions and compare and contrast their lists.

MATHEMATICS

Title: Use of Abacus in Understanding Number Systems.

Grade Level: 6 - 9

Length of Activity: Adaptable

Human Relations Concepts to be Taught:

Other cultures have developed systems of numbers similar to our own.

An Oriental computer, the abacus, is helpful in understanding our own number system.

Attitudinal & Behavioral Objectives:

To understand that similarities and differences exist among all peoples of the world.

To appreciate that the methods used by other people help us to understand our own procedures.

Teaching Techniques & Learning Activities:

1. Correlate the use of the abacus with a lesson on place value.
   - A. Have the class make its own abacus.
   - B. Role-play playing store with an abacus. (See Role-playing Techniques, p. 173.)
   - C. Show film — **Faster Than You Think,** Bill Baird Puppets.
2. Use abacus in work with other number bases and emphasize how this "tool" helps us to understand the concept of number bases.
3. Have the students read and give reports on the abacus and number systems developed by other civilizations.
4. When this unit is completed, have the children donate these tools to a younger group that could use them with simple counting. Emphasize helping others as we, too, have been helped.

Resources:

Film:

Faster Than You Think, Bill Baird Puppets

Book:

The Japanese Abacus, Its Use & Theory, Topashi Kofemia, Charles E. Tuttle Co.

MATHEMATICS

Title: Cultural Contributions to Mathematics

Grade Level: 7 - 9

Length of Activity: Adaptable

Human Relations Concepts to be Taught:

Most peoples of the world have contributed to the development of our present culture; mathematics is a phase of this culture.

There is no racial inferiority or superiority in any realm of learning.

Attitudinal and Behavioral Objectives:

To appreciate the "universal" nature of the subject.

To identify with some people who have contributed to the field of mathematics in the past.

To express this human relations concept in mathematical terms — the whole is equal to the sum of its parts.

Teaching Techniques and Learning Activities:

1. Discuss with the students the origins of various phases of mathematics with which they may be familiar:

    Example:

    Arabic numerals
    Euclidian Geometry
    Roman numerals
    Egyptian measurements

2. Develop a bulletin board as this discussion progresses.
    - A. Have a map of the world on the board.
    - B. Print the topics on tag board as they are brought up by the class.
    - C. Use heavy colored yarn to connect the topic with the country where it originated.
    - D. Present reports to class.

Resources:

Books:

History of Mathematics, D. E. Smith, Dover Publications Inc., Vol. I & II.
Mathematics in the Making, Lancelot Hogben, Doubleday & Company, Inc.

MATHEMATICS

Title: Group Process in Problem Solving

Unit: Diagonals of Quadrilaterals and Their Properties

Grade Level: 10

Length of Activity: Five class periods

Human Relations Concepts to be Taught:

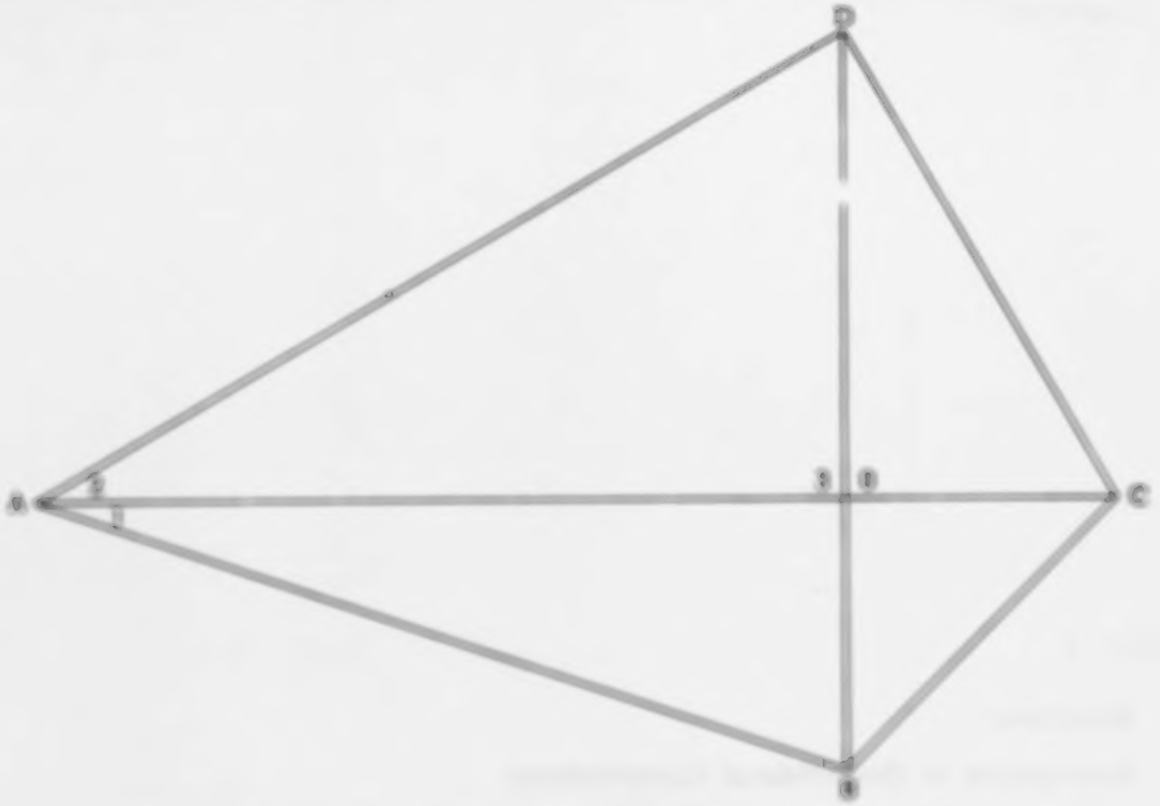
Cooperative thinking facilitates problem solving.
Inductive thinking is an essential method of solving all problems — social as well as mathematical.

Attitudinal and Behavioral Objectives:

To get experience in working on challenging material in small groups.
To gain respect for each person's contribution to the whole project. Each group should be treated as a unit.

Teaching Techniques and Learning Activities:

1. Divide the class into working groups of three each. This is most crucial and should be well thought out. No group should contain all slow students or the three best students. Experience will help the teacher do a better job of this, but the students should be encouraged to make the best of any undesirable arrangement they may find themselves in. There may be one or two "extras." Again, only experience can tell the teacher which of his pupils can work as helpers without too much disruption.
2. Each pupil needs compasses, straight edge (unmarked ruler), paper and pencil. Seven quadrilaterals are to be constructed and labeled like the following general quadrilateral with no pair of sides equal or parallel (number one on the chart).



The division of labor in each group for this task is left to the discretion of the teacher.

3. Make available to each group the accompanying instruction sheets containing definitions and construction descriptions.

SHEET 1

A. Chart to be completed.

In the table below, the lengths of the various line segments listed at the heading of each column are to be represented as whole numbers indicating how many sixteenths of an inch are in each length. The angles mentioned are to be listed correct to the nearest degree as measured by a protractor.

	AC	BD	AO	OC	GO	OD	1	2	3
1. General Quadrilateral, No Side Equal									
2. Parallelogram									
3. Rhombus									
4. Rectangle									
5. Square									
6. Trapezoid AB CD									
7. Kite AB=AD BC=DC									

Observations and conclusions, if you think there are any, for each of the above setof measurements:

1.

2.

3.

4.

5.

6.

7.

SHEET 2

B. Directions:

Descriptions of Quadrilateral Constructions:

With the straight edge draw a working line (1) of sufficient length for convenient measuring. On this working line, mark a line segment with the compass and label the end points of this segment A and B respectively. Consider this one side of the qadrilateral being drawn.

When the entire figure is completed in each of the following, draw diagonals AC and BD and label the angles as suggested by the diagram on the first page of is guide.

Parallelogram:

Through A, draw a second line (m). Make certain that it is not perpendicular to AB. Through B construct a third line (n) parallel to the second line (m) by duplicating the angle at A at the point B with line (1) a side of each of the angles. With A as a center (the steel point of the compass is on point A) and a radius (the distance between the steel point of the compasses) not equal to the length AB — usually less than AB — mark point D on (m) above (1). With the same radius or setting of the compasses, mark point C with a small arc on (n) above (1) so that AD = BC (Length AD = BC).

Rhombus:

Do as above for the parallelogram except that AD = AB and BC = BD.

Rectangle:

Do as above for the parallelogram except that the angle at A is a right angle.

Square:

Do as above for the rhombus except that the angle at A is a right angle, or do as above for the rectangle except that AD = Ab and Bc = BD.

Trapezoid:

With the straight edge, draw m through A forming any convenient angle at A. With A as a center and any radius mark a point as the intersection of a small arc with m above 1 and label this point D. With D as a vertex, construct an angle equal in measure to the angle at A with m as a side of both angles and the other side parallel to 1. Label the other line through D, s. With D as a center and a radius not equal to AB (usually smaller) mark the point C in the same direction that B is from A. Draw segment CB.

Kite: — shaped quadrilateral:

Using A as a center and the length of AB as a radius, draw an arc of a circle (more than one quarter of the circle in length) so that one end of the arc intersects 1 at B. With the straight edge draw a line (m) through A so that it makes a fairly large acute angle with 1 and label the intersection of the arc and m, Point C. With C and B as centers and a radius not equal to AB, construct two arcs so that they intersect each other and label the point of intersection D. Draw DC and DB.

SHEET 3

C. **Definitions that may be needed:**

1. Polygon — a plane figure that is made up of three or more sides. The sides are straight line segments that intersect only at their endpoints. The word comes from the Greek word meaning many angles.
2. Quadrilateral — a four-sided or four-angled polygon.
3. Parallelogram — a quadrilateral in which the opposite sides are equal.
4. Rhombus — a parallelogram in which a pair of adjacent sides are equal.
5. Rectangle — a parallelogram with one right angle.
6. Square — a rhombus with one right angle. It may also be defined as a rectangle with one pair of adjacent sides equal.
7. Trapezoid — a quadilateral which has only one pair of parallel sides. If the non-parallel sides are of equal length, the trapezoid is called an isosceles.
8. Diagonal — a line segment in a polygon connecting any pair of nonconsecutive vertices.
9. Vertex — (plural — vertices) any point where a pair of consecutive sides meet in a polygon. Each polygon has the same number of vertices and angles as sides.

D. ADDENDA:

Since a diagonal of a parallelogram divides it into two congruent triangles by ASA and since the corresponding parts of congruent triangles are equal, the opposite sides of a parallelogram are equal. Thus it may be concluded that all sides of a rhombus are equal.

Any side of a parallelogram may be considered a transversal crossing two parallel lines by the definition of a transversal and the above definition of a parallelogram. We have proved that when two parallel lines are crossed by a transversal the interior angles on the same side of the transversal are supplementary. Thus all the angles of a rectangle are right angles by deduction — not by definition.

BUSINESS—RETAILING

Title: Role-playing Sales Situations

Grade Level: 11

Length of Activity: One to three class periods

Human Relations Concepts to be Taught:

Kindness, consideration, and genuine interest in others affect one's own life and the lives of others.

Selling should emphasize uncovering needs rather than creating them.

Attitudinal and Behavioral Objectives:

To emphasize the importance of the "you attitude" in selling.

To become alert to the idea that attitude, personality, and behavior are interrelated.

Teaching Techniques and Learning Activities:

1. Explain role-playing techniques and objectives. (See: Role-playing Techniques p. 173.)
2. Present a series of sales situations designed to emphasize the importance of the "you attiude."
3. Have total of eight index cards, four salesmen and four customers, described as follows:

Sales people:

Card No. 1

You are a high pressure new car salesman. "Wheeling and dealing" is an ingraind part of your personality. One of your biggest claims to your fellow salesmen is your ablity to judge people from their appearance and mannerisms.

Card No. 2

You are a salesperson who believes in the "you attitude." You are kind, couteous, tactful, and considerate. You attempt to uncover needs in your customers and not create new needs. You are a successful salesperson and possess product knowledge

Card No. 3

You are a new car salesman and have developed the "you attitude." This philsophy influences your relationships with your customers and as a result affects your prsonal and family relationship also. You are well-grounded in sales techniques pertient to this philosophy.

Card No. 4

You are a sales person who is neat, well-dressed, well-spoken, and knowledgeabl. However you firmly believe that a sale should be made at all costs. You are not concened at all about whether a person really needs or can afford what you are selling. Comission is all that is important to you.

Customers:

Card No. 1

You are a customer who knows exactly what you want. You are impatient and in hurry.

Card No. 2

You have a general idea of what you need but have no specific desires at thi point. Secretly you are hoping the salesperson you meet will provide information with will be useful to you. You are not concerned with time since you have a great deal f time (and money) to spend.

Card No. 3

You are shopping and have stopped in the store to look around. You have no awareness of a need and as a result have no desire. If the student is a boy, it will be a men's clothing store. If the student is a girl, a women's dress shop.

Card No. 4

You are a very wealthy but eccentric millionaire. The clothes you wear are very shabby and you generally convey an unkempt appearance. You just passed the show window of an automobile agency and you decided to "stop in" and "look around." If you meet someone who treats you as if you are somebody, you may buy a car or two or three or four.

4. Choose two role-players and ask them to leave the room. Acquaint the class with the roles to be portrayed. Have the actors return and give each a card — one a customer and one a salesman. Let them study the instructions for a few minutes, and return them to the teacher without telling each other what their roles are to be.

5. Vary the situation by:
   - A. Varying the product to be sold.
   - B. Adding characters to the original situation.
   - C. Switching roles immediately after a situation is portrayed.
   - D. Trying various combinations of roles.

6. Provide time for student discussion and evaluation of reactions, sales techniques, inter-personal relations.

IN-SERVICE

INTRODUCTION

Lesson guides, bibliographies and resource materials are only effective when used by confident and knowledgeable teachers. While materials provide knowledge, confidence only comes from self-evaluation and from an awareness of one's own attitudes and behavior. The in-service training program aims at providing the individual teacher with the opportunity for an evaluation of his own attitudes and behavior toward minority, racial, ethnic and religious groups; socio-economic differences; and ability differences.

In addition to helping the individual teacher explore his own feelings, the training exercises are designed to explore inter-group and inter-personal relationships and processes. It is hoped that the heightened awareness of self and others gained through the in-service program will make the teacher feel comfortable with and eager to try the human relations subject matter guides.

PHILOSOPHY OF IN-SERVICE TRAINING PROGRAM

The proposed in-service training program utilizes some practical exercises for self-evaluation with the purpose of improving the quality of inter-personal and inter-group understanding.

The training program was written for the interested person who believes that a democratic society can best function when all its members learn to recognize and control prejudicial attitudes and discriminatory behavior at whatever level they may exist.

The desired outcome of the in-service training program is that its participants develop an increased awareness of the importance of good human relations concepts in their own lives and in the lives of others. It is further desired that once such an awareness is recognized, the participants will introduce curriculum materials and methods based on a respect for the individual dignity of all people.

Finally it is desirable that in-service activities be structured to include teachers of urban and suburban school districts with the purpose of increasing awareness of good human relations concepts and activities on a metropolitan level.

DEFINITIONS USED IN THE IN-SERVICE TRAINING PROGRAM

Group training for self-evaluation: Training for self-evaluation is a process whereby the individual develops an awareness and appreciation of how he reacts toward others and how they react to him.

Group dynamics: Group dynamics refers to the forces operating in groups. It involves the function and structure of groups, with special reference to the changing patterns of inter-group adjustment. The practical application of group dynamics consists in the utilization of knowledge about those group forces for the achievement of some purpose.

> Importance of Group Dynamics in Group Training for Self-Evaluation Leading to Behavioral Change:
>
> Many reliable sources clearly support the concept that group discussion and decision-making are several times more effective in bringing about a self-evaluation atmosphere leading to behavioral change than the conventional method of lecturing.
>
> Research findings indicate that how much self-respect and self-confidence a person has, what he aspires to and what beliefs and prejudices he holds are all highly determined by the individual's group membership. Attempts at self-evaluation leading to behavorial changes must therefore be concerned with the dynamics of groups.

Role-playing: Role-playing is the acting out of a situation or incident. It is a group problem-solving technique enabling the participants to explore, by means of guided situations and discussions, how they intend to solve problems, what alternatives are available, and how their values and attitudes relate to the decision made.

Resources:

For further study of group dynamics and behavioral change, consult the following sources:

Books:

Current Perspectives in Social Psychology, E. P. Hollander and Raymond G. Hunt, Oxford University Press, pp. 506-516.

Role-Playing for Social Values, Fannie R. and George Shaftel, Prentice-Hall.

Group Dynamics, D. Cartwright and A. Zander, Harper and Row.

Learning to Work in Groups, Matthew B. Miles, Teachers' College Press, Columbia University.

SPECIFIC TERMINOLOGY OF GROUP TRAINING

Training program: A training program is a planned combination of planned training sessions taking place over a period of time.

Training activity: A training activity is an organized group experience intended to develop one of several skills.

Steps in the training process: The training process consists of five steps which are cyclical and follow in order:

1. Dissatisfaction, a problem
2. Selecting new behaviors
3. Practicing new behaviors
4. Getting evidence on results
5. Generalizing, applying, and integrating

Case analysis: A case analysis is the construction of an over-all human relations situation. In this situation, specific inter-personal or group incidents are role-played, analyzed, and followed by new incidents which are planned, role-played, and discussed.

Group: A group is several persons working in a face-to-face setting on a task which requires cooperation.

Group process: Group process is the functioning of the group in goal-setting, problem-solving, and decision-making. It is actual concrete behavior of the group.

Group objectives: Group objectives are the establishment of one job or group task and the maintenance of good working order in the group.

Reaction form: A reaction form is any kind of questionnaire on which every member in the group may respond personally.

Trainer: The trainer is a person with special responsibility to facilitate and guide learning about better group behavior from a training exercise. He acts as a planner before an activity, a guide during an activity, and an evaluator in planning new activities.

Group observer: A group observer is one who observes the group training activity and reports factual information on the group behavior as a whole. The group observer avoids making value judgments and singling out individual behavior.

Group clarifier: A group clarifier is one who comments on what is happening within the group. He points out as many principles or features of the process of group problem-solving as he thinks are useful.

Resource:

Book:

Learning to Work in Groups, Matthew B. Miles, Teachers' College Press, Columbia Universty, Chapter Five.

TERMINOLOGY IN THE STUDY OF ONGOING GROUP BEHAVIOR

> "The study of ongoing group behavior usually does not happen by itself, or all of us would be much more sophisticated about groups than we are. Methods for analysis have to be built in, so that group members see it as legitimate to take time out from what is being discussed and easily turn to an analysis of how it is being discussed."
>
> Matthew B. Miles, Learning to Work in Groups, p. 101

In fulfilling group objectives, members will exhibit certain roles or behavior aimed at getting the job done. There are several such task roles:

Initiator: The initiator starts, contributes, and proposes new ideas or procedures.

Information seeker: The information seeker asks for data and clarification of suggestions.

Opinion giver: The opinion giver interjects and repeats "I think," "I believe," and "In my opinin."

Information giver: The information giver offers authoritative generalizations and facts.

Orienter: The orienter defines and clarifies the position of the group; he tries to pull ideas ad suggestions together.

Opinion seeker: The opinion seeker asks for clarifications of values or judgments.

Evaluator: The evaluator is a critic who questions, evaluates, and subjects the accomplishments of the group to some set of standards.

Recorder: The recorder is the group memory and keeps a record of group decisions.

In fulfilling group objectives members will also exhibit certain roles or behaviors aimed at holding the group together. There are several such maintenance roles:

Compromiser: The compromiser offers compromise by yielding status, admitting an error, coming halfway, or exhibiting a behavior that will maintain group harmony.

Gatekeeper: The gatekeeper acts to keep communications channels open.

Process technician: The process technician gives technical advice to the group and performs routine tasks, such as distributing materials.

Expediter: The expediter facilitates the participation of others; he proposes regulation of the flow of communication.

Harmonizer: The harmonizer works to relieve tension in conflicting situations by mediating the differences between other members and reconciling disagreements.

Follower: The follower goes along with the movement of the group and passively accepts the ideas of others.

Encourager: The encourager praises, agrees with, and accepts the contributions of others.

THE TRAINER ROLE

During the actual operation of a training activity, the trainer's role is to help keep things moving so that group members learn as much as possible. He is neither an integral group member nor a leader nor a discussion chairman. He is a guide to help the group learn about better group behavior. Because certain standards or norms are necessary if a group is to work toward certain objectives, the trainer and his behavior must help set these group norms or ways of behaving that are valued by the group members. Some norms that are relevant in group training are:

People Are Important: The trainer must have a basic feeling of respect for the worth of persons. He does not interrupt; he listens; he rejects ideas but not people; he shows that he believes that people are ends and all else are means. He permits and invites discussion of his own behavior. He does not criticize anyone for expressing any feeling or idea.

Feelings Are Important: The trainer takes expression of feeling seriously. When people say they feel mad, sad, bad, glad, he helps the group see that these are basic data from which to work. Feelings of group members tell how well progress on the task is going — whether people are interested and involved. Frank expression of feeling is essential if the group members are to understand the processes going on.

Things Are Not Taken Personally: The trainer responds objectively to the expressions of feeling. Feelings are facts, his behavior says to the group, if Joe gets mad at me, that tells me something about what has been happening. From this I can learn about "what leads to what" in a group.

We Learn from Doing Things and Analyzing Them: From the start, the trainer indicates by his actions that he sees learning as beginning with concrete experience. He does not usually encourage the group to talk about the past. He does not lecture the group, and he does not encourage windy discussions of "Leadership." He helps the group members examine their own experiences.

What's Happening Here and Now Is the Important Thing: The trainer does not usually encourage the group to talk about the past. Mostly, he talks directly to what is going on and happening right now, right here. By what he says and does, he dramatizes his belief that the problem is not someone else's behavior, but our own behavior as it is unfolding every minute in front of our own eyes.

We Plan Together: Finally, the trainer shows the group members that he believes the training group is basically a shared, planful enterprise. He does not spring things on others. He does not attempt to pull his rank on others. He invites cooperative planning. He refuses to take sole responsibility for the success of the training group.

As the trainer encourages the development of norms like those suggested above, he must also either supply certain functions in the training group during a training activity or see that they are supplied. Some functions which a trainer may fill are:

Providing Methodological Help: Typical behavior would be: pointing out the need for briefing role-players in a special way; suggesting three or four methods of role analysis; acting as time keeper.

Guiding Analysis: Typical behavior would be: making interpretations about what is happening to the group and asking why something is going on; asking for implications of the preceding experience; pointing out something that has just been happening and inviting analysis of it; inviting people to formulate their learnings from an experience.

Giving Support: Typical behavior would be: acting to reduce excessive conflict between members; behaving in a warm friendly fashion; encouraging members; relieving group tension.

Encourage Group Growth: Typical behavior would be: turning questions back to the group as a whole; pointing out successful decisions; encouraging the group to make plans without the trainer; giving different members a chance to practice all roles.

Controlling Group Movement: New trainers often err by over-controlling (setting up enormously detailed procedures of which one is sole guardian) or under-controlling (remaining completely passive, without helping the group analyze the chaos which usually results from such "trainer abdication"). Learning the right amount and kind of control behavior is a matter of practice and reflection.

Maintaining Membership in the Group: The trainer must have some membership in the group or his comments and suggestions will have very little impact. He needs to say enough to indicate that he values membership in the group. The beginning trainer who tries to remain emotionally aloof or demands special status from the group is in trouble; the group may well isolate him and he will be unable to help.

Below are suggested some general characteristics of effective trainers. For a person considering taking the trainer role, this list of characteristics can be treated as a guidepost for planning. They are listed in approximate order of priority:

Openness to Change: Because the trainer role is not simple, the prospective trainer must be willing to look at himself and question things he does and has always taken for granted. The person whose views of himself are unchangeable will have considerable difficulty in working as a trainer.

Reasonable "Comfortableness": To do a good job as a trainer, one must be secure enough to try out new things. Training, like teaching, or any form of human interaction, inevitably gets one off-base and into puzzling situations for which there are no ready-made answers. An effective trainer needs to like himself as a person, be comfortable with others, and be reasonably able to cope with new situations without getting upset.

Desire To Help: The effective trainer needs to have genuine motivation for helping people to learn.

Sensitivity to Groups: A good trainer notices things in group situations. He can see objectively and accurately what is happening.

Resource:

Book:

Learning To Work In Groups, Matthew B. Miles, pp. 204-222.

THE TRAINING PROGRAM

The following group training exercises are designed to take each group member through an orderly process of self-evaluation of his own attitudes and behavior toward minority groups, different socio-economic groups, and varied ability groups. These exercises should be used successively over several days or weeks with the same group members. Moreover, before attempting to implement such a program, one should have some background in group training. A thorough study of **Learning To Work In Groups** by Matthew B. Miles is recommended.

Each exercise printed here is preceded by a trainer's guide for that exercise.

TRAINERS' GUIDE FOR EXERCISE 1

1. Pass out instruments, instructing participants to tear off and read the last sheet which they will be using as a work sheet.
2. When they are finished with the exercise, have them turn work sheet over and ask them not to confer about exercise with their fellow participants.
3. Collect work sheets all at one time.
4. Have participants take a break. Do not further explain or talk about the exercise.
5. Tabulate reults.

	Mary Abbott	Gloria Joles	Jack Prose	George Marion	Dan Clug	Seymour Elbertson
1st Choice						
2nd Choice						

6. Write participants names under the candidates of their choice.
7. Pick at least three participants (with different first choices if possible) to role-play.
8. Return sheets to participants and assign role-players.
9. Give directions to role-players: (See: Role-playing Techniques, p. 173)
   - A. Review first paragraph of instrument; stress last sentence.
   - B. Give necessary time limit of twenty minutes and make role-players responsible for watching time.
   - C. Ask for and answer any questions from role-players.
10. Role-playing: Twenty minutes; however the trainer may use his own judgment about extending time limit.
11. Role-analysis is a group reaction to the process by which the role-players arrived at a decision.
   - A. Guide members in role-anlysis.
   - B. Provide substantial insight for group members to become more aware of their attitudes, values, and behaviors.
   - C. Analyze statistics of the group choices with the total group.

3

TRAINING EXERCISE 1

You are a member of a selection committee at Progress Central School. The superintendent has requested that you meet for the purpose of selecting a faculty representative for the position of chairman of the human relations committee in your school. The superintendent will expect you to give reasons for your selection.

Progress Central is located in a suburban school district of a large northeastern city. The majority of the people living here are white with varied ethnic backgrounds. Of the four Negro families currently living here, two are recent arrivals.

For the past five years Progress Central has consistently ranked among the top ten schools in the state in receiving National Merit scholarships. It also has a high percentage of state regents examinations success. A large number of its graduates are annually accepted by major four year universities.

The athletic and music programs at Progress Central are unsurpassed in the state. There it a low percentage of teacher turnover in the district. It is not uncommon to have 90% of the parents attend extra-curricular events, such as the annual music festival.

Following is a brief description of the candidates for the above position. With regard to such things as general intelligence, education, professional knowledge, successful teaching experience, community acceptance, health and energy, the candidates are rated about equally.

Mary Abbott, Social Studies

Mary is recognized by the faculty and administration as a strong advocate of civil rights for all. She has served on the school's curriculum committee as an expert In sociology for three years. Due to her initiative, two twelfth year elective courses were instituted in the school: "Human Relations" and "The Negro in American History." Mary is very active in expounding justice for all minority groups. At times this brings her into conflict with a segment of the faculty who have less than enlightened attitudes toward these groups. As a catalyst, Mary has brought up many controversial issues creating group conflicts in the faculty lounge, cafeteria, and during faculty meetings. Many of these conflicts have been kept under the surface for many years. The school atmosphere has thus changed from apathy to an open frankness on issues by the majority of the faculty. Mary is very active in her own suburban community and belongs to groups advocating open-housing and inter-community bussing of school children.

Gloria Joles, Mathematics

During her first two years teaching, Gloria was extremely reticent about becoming involved in "issues" of any kind. She avoided the racial issue with the faculty and in class, considering herself on display and "judged as a Negro." Now that the faculty is becoming more involved in human relations, open-housing, and school integration, she feels more at ease. She also feels strongly that the school district has been hedging on controversial issues and that the principal has done nothing to cope with or even recognize human relations, especially racial problems. She further believes that her all-white students are prejudiced against anyone who is "different." Although Gloria is now working on faculty committees, some still feel she is both aloof and overly critical. Her knowledge of the racial problem is certainly more personal and extensive than the other faculty members.

Jack Prose, Physical Education

It is commonly understood that the students consider Jack the best teacher in the building. The teams he coaches win about as many games as teams coached by other teachers, yet he is regarded as the best coach. The students think Mr. Prose is very fair because he always makes sure everyone gets a chance. He is a source of encouragement to all of his students even if they are the least skillful in the class. He always reserves time to talk with any student who has a problem. Jack Prose is completely sympathetic with the community and its problems. Through the P.T.A. he has been an outspoken voice in furthering parent participation in school activities. He has many parent friends who feel as strongly about him as the students do. His loyalty toward the students and community is unquestionable. Jack has recently joined the citizens' committee for neighborhood schools, explaining that moving children away from home every day is too traumatic an experience.

George Marion, 6th Grade Teacher

George's colleagues all readily agree that he is a hard worker dedicated to the task of educating youth. He believes whole-heartedly in the individual worth of each child and will go out of his way to reach every child in his class. George often works with small groups of youngsters after school and uses his free time to tutor slow learners. He has always been well-liked and respected by his students. The principal considers George a master teacher and relies upon him to serve as unofficial supervisor of the second floor. George appears to identify more comfortably with his students than with his peers. He is always cordial to fellow teachers but has not established a close friendship with any one teacher. George has been called a "loner" by his associates. He is not often seen in the faculty room and prefers to eat by himself. He seldom participates in faculty activities outside of school. He relates as well to his slow learners as he does to his honors classes. George is regarded as "saintly" by the office staff because he has never referred a student to the office.

Daniel Clug, Social Studies

Dan gets along very well with both faculty and administration. He continually plays the mediator role in faculty-administration disputes; and by getting each side to compromise a little, he is usually successful in bringing about an agreement of a kind. Daniel is quite popular with his students and is known to go out of his way to give a new teacher or a failing student a helping hand. He has been teaching in his present situation for six years and appears to be quite satisfied with his course, with school policies, and the community in which he lives. His rather stable personality clearly indicates that Dan could be a most conscientious human relations representative in maintaining a peaceful status quo in our school and community.

Seymour Elbertson, III English

Seymour is president of the school's teachers' association and chairman of the curriculum committee. The administrators, most of whom are his personal friends, trust Seymour to do the right thing with respect to the curriculum and to the community. He reflects the attitude of the administration in thinking that school integration is the wave of the future and wishes his school district to be a leader in incorporating human relations in the curriculum. Seymour's position on the curriculum committee and with the teachers association would enable him to effect curricular changes throughout the school district and to involve all the teachers in in-service human relations meetings. The administration would be most receptive to and trusting of Seymour's appointment as chairman of the human relations committee because of his long-time school association and his knowledge of community interests and concerns.

TEAR SHEET

Directions

Which one of the six candidates do you select for your first choice? State in one or two words his or her main asset and liability.

Please follow the same directions for your second choice.

NAME OF CANDIDATE	MAJOR ASSET	MAJOR LIABILITY
Mary Abbott Social Studies		
Gloria Joles Mathematics		
Jack Prose Physical Education		
George Marion 6th Grade Teacher		
Daniel Clug Social Studies		
Seymour Elbertson III English		

My 1st Choice:..

My 2nd Choice:..

My Name:..

TRAINERS' GUIDE FOR EXERCISE 2

1. Distribute work sheets: Ask group members to sign either their names or an assigned number on the sheet.
2. When they are finished with the exercise, collect work sheets and tabulate results. Instruct group not to collaborate or discuss choices made.

Tabulation Form:

	Rank No. 1	2	3	4	5	6	7	Percent
a.								
b.								
c.								
d.								
e.								
f.								
g.								

3. After tabulating sheets according to the ranking given by the participants, mark an X on four sheets that show the greatest diversity of ranking for purposes of establishing a role-playing situation. Return sheets to participants.
4. Assign role-playing tasks and give instruction. (See: Role-playing Techniques, p. 173)
   - A. Review the situation as described on work sheet. Be sure role-players have their work sheet in hand.
   - B. Stress the last sentence of the directions on work sheet. Make known an established time limit for role-playing. Time keeping will be the responsibility of role-players.
5. Have the remainder of the group act as informal observers. They will note reasons that were stated by all role-players in support of their ranking.
6. Guide role and process analysis.
   - A. Ask observers if they have any comments. Try to get interaction between role-players and observers.
   - B. Place statistics on board and evaluate.

TRAINING EXERCISE 2

You are a member of the board of education of a large suburban school district. Your superintendent has created a position for a human relations co-ordinator in your district. At the last board meeting, it was decided that such a person would be employed.

Below are listed several possible tasks the board considered to be of importance in achieving a better understanding of others. As a member of the board's sub-committee, you are to rank the following tasks in order from the most important (No. 1) to the least important (No. 7) based on your conception of what the role of the human relations co-ordinator should be. You will be expected to express reasons for your ranking.

.... Improve school-community relations.

.... Implement human relations concepts into all possible areas of the school curriculum.

.... Improve faculty-administration relations.

.... Establish social contact between students of inter-city and suburban school districts.

.... Establish human relations in-service training programs for faculty and administration.

.... Improve relations among faculty members.

.... Initiate questions of policy in dealing with hard-core student discipline problems.

Name (or number) ....

TRAINERS' GUIDE FOR EXERCISE 3

1. Distribute work sheets. Have the participants follow directions. Advise them that the sheets should not be signed, but that they should make some identifying mark on the paper.

2. When they are finished with the exercise, collect work sheets.

   Rate the sheets:

   A. Rating consists of marking "X" on work sheets of people selected to be role-players. (This selection could be based on divergence of opinion.)

   B. Leave the work sheets where participants can identify and collect them.

3. Establish the role-playing:

   "Suppose these three people were gathered together one evening and the discussion came upon 'The Negro Movement in America.' Using the work sheet statements as the specific points of discussion, how do you think the conversation might go, if the people who have X's marked on their work sheets would play the characters described by the answers they have given on their questionnaire?"

4. Give role-players their instructions in front of the group. (See: Role-playing Techniques, p. 173)

   A. Ask them to use the answers on the questionnaires to draw their characterizations.

   B. Be specific in requesting them to use the questions in the questionnaire to serve as springboards to discussion.

   C. Have them keep their own time (approximately twenty minutes).

5. Have the rest of the group act as informal observers. They will comment at the completion of role-playing situation.

6. Guide group in role analysis.

7. Variation: A possible variation of this technique is to allow people to speak at any time during the role-playing situation. (This could be done at the discretion of the trainer.)

Resources

Books:

Black and White — A Study of U. S. Racial Attitudes Today, William Brink and Louis Harris, Simon and Schuster.

The Negro in Twentieth Century America, John Hope Franklin and Stan Isidore, Random House.

Minority Problems, Arnold M. and Caroline B. Rose, Harper and Row.

Racial and Ethnic Relations, (Selected Readings), Bernard E. Segal, Thomas Y. Crowell Company.

TRAINING EXERCISE 3

Joe Bosco

Joe Bosco is an outspoken critic of the civil rights movement. In the defense of his position, he uses such expressions as: "They want everything for nothing."; "White discrimination."; "Let them start something this summer, we'll take care of them."; "He was asking for it." — (referring to the assassination of Martin Luther King); "Let 'em work for it like my father did."; "No one has the right to legislate who my friends should be."; "Look what they have done to the housing facilities we have built for them."; "They should stay with their own kind."

Based on his preceding statements, how do you think Joe Bosco would answer the following two questions?

A. As far as your own personal feelings go, would you be personally concerned or not if:

	concerned	not concerned	not sure
1. A Negro sat down next to you at a lunch counter?			
2. A Negro sat down next to you at a movie?			
3. A Negro used the same public restroom as you?			
4. A Negro sat next to you on a bus?			
5. A Negro tried on a suit of clothes before you did in a clothing store?			
6. Your child brought a Negro child home for supper?			
7. Your teenage child dated a Negro?			
8. A Negro family moved in next door to you?			
9. A close friend or a relative married a Negro?			

B. Now let me ask you some questions about Negroes as people. Leaving aside the whole question of laws and civil rights, I'd like to know how you feel as an individual. Do you personally tend to agree more or disagree more with these statements?

	agree more	disagree more	not sure
1. Negroes tend to have less ambition than white people.			
2. Negroes care less for the family than whites do.			
3. Negroes keep untidy homes.			
4. Negroes have looser morals than white people.			
5. Negroes smell different.			
6. Negroes breed crime.			
7. Negroes laugh a lot.			
8. Negroes have less native intelligence than white people.			
9. Negroes want to live off the handout.			
10. Negroes are inferior to white people.			

Ultra Conservative									Ultra Liberal
1	2	3	4	5	6	7	8	9	10

Place a number on this scale which best fits Joe's feelings towards Negroes.

Your choice No............

Mary Wilson

Mary Wilson has characterized her position on black-white relationships in this country by the following statements: "When I first heard of his death, I felt like crying." (referring to Martin Luther King's assassination); "Some of my best friends are Negroes."; I think Harry Belafonte is sexy."; "I feel sorry for the people in the ghettos but don't forget many of them are there because they want to be."; "But why do they drive Cadillacs?"; "I think the teaching of Negro history is important in our school."; "The Negro is much better off today than he was fifteen years ago."; "I don't particularly care for Bill Cosby."; "There must be another way; bussing seems a little extreme."

Based on her statements, how do you think Mary Wilson would answer the question series A & B on preceding page?

Bill McMalley

Bill McMalley has made numerous speeches to various organizations in his community regarding the civil rights movement and has made the following comments both publicly and privately: "We are three hundred and fifty years behind in our relationships with 'so called' black people in this country."; "Bussing is the only immediate solution to ending 'de facto' segregation in our schools."; "Until we convince these kids that 'Black is beautiful,' they will never gain the positive self-concept necessary for success in our society."; "What would I do if a Negro boy wanted to date my daughter? Ask him if he were completely sane."; "Our cities may have to burn before we as a society fully awaken."

Based on his statements, how do you think Bill McMalley would answer the question series A & B on preceding page?

Provide participants with identical copies of the two previous charts for both Mary Wilson and Bill McMalley and have them complete all items.

TRAINERS' GUIDE FOR EXERCISE 4, PART I

1. Pass out work sheets.
2. Collect work sheets all together.
    A. Tabulate statistics:

Statistical Summary of Total Group Ranking

	1	2	3	4	5	6	7	8	9	10	
GERMAN											
AMERICAN INDIAN											
IRISH											
ITALIAN											
JEWISH											
NEGRO											
ORIENTAL											
POLISH											
PUERTO RICAN											
W.A.S.P.											

    B. Mark five papers for role-playing participants.
    C. Return work sheets.

3. Choose five people to role-play. Base the selection of role-players on the diversity of their ranking of the ethnic and racial groups.

4. Give instructions to role-players: (See Role-playing Techniques, p. 173)
    A. Tell role-players to discuss how they ranked their groups in a particular order.
    B. Ask role-players to consider the social criteria that would give rise to such ranking.
    C. Ask role-players to arrive at a consensus in ranking the ethnic and racial groups. Give role-players twenty-five minutes to arrive at a consensus.

5. Give instructions to remainder of group:
    A. Have the remainder of the group act as informal observers.
    B. Have the observers make notes on reasons that were stated for ranking.
    C. Ask observers to compare the role-players' consensus with their own ranking.

6. Open a question and answer period.

7. Reserve a period of time to guide the total group in role analysis and group process.

8. Explain statistics:
    A. Give a blackboard explanation of how the total group ranked the ethnic and racial groups.
    B. Compare total group ranking to some national professional surveys of ethnic social distance scales.
    C. Allow a final question and answer period if requested.

Resources:

Books:

They and We (Racial and Ethnic Relations in the United States), Peter I. Rose, Random House.

Strangers Next Door, Robin M. Williams, Prentice-Hall.

The Nature of Prejudice, Gordon W. Allport, Addison-Wesley Publishing Company.

TRAINING EXERCISE 4, PART I

It sometimes happens when we first meet a person that we know only one thing about him. We may know what he does for a living or what his religion is or where he comes from and so on. We generally tend to form a first impression of this person on the basis of this one thing we know about him.

Now put yourself in the situation of having to rank the following ethnic and racial groups according to how you feel most people would rank them on the basis of knowing only that they are ethnic or racial groups. Rank them in order from the most desirable group with which to **associate** (1) to the least desirable group with which to associate (10).

Ethnic Groups	**How you feel most people would rank the ethnic and racial groups on the basis of desirability of social contact.**
GERMAN	....
AMERICAN INDIAN	....
IRISH	....
ITALIAN	....
JEWISH	....
NEGRO	....
ORIENTAL	....
POLISH	....
PUERTO RICAN	....
W.A.S.P. (White Anglo-Saxon Protestant)	....

TRAINERS' GUIDE FOR EXERCISE 4, PART II

1. Pass out work sheets. Ask participants to complete pages one and two.
2. Collect work sheets.
    - A. Tabulate list of positive traits.
    - B. Return all work sheets.
3. Choose four people at random to role-play.

4. Give instructions to role-players. (See: Role-playing Techniques, p. 173)
    A. Tell the role-players to discuss the positive traits that they attributed to each group.
    B. Have role-players evaluate the degree of difficulty in associating positive traits with groups compared to the facility in attributing negative traits to groups. (Does the language of prejudice (ethnophaulisms) relate to the maintenance of social distance?)
    C. Instruct the role-players to develop a list of positive traits for all groups. (Give role-players about twenty-five minutes to develop their list.)

5. After role-playing, guide the group in role analysis of what happened during the role-playing situation.

6. Allow a final question and answer period, if requested.

Resource:

See: Resource material at the end of Trainers' Guide for Exercise 4, Part I.

TRAINING EXERCISE 4, PART II

The following is a list of words and phrases applied (accidentally or intentionally, directly or indirectly) to express contempt, derision, stereotypic assumptions, or, at least, a belief that there are generalized group differences to another social group or to an individual because of his membership in that group.

Please associate one set of the following words and phrases with each one of the previously ranked groups according to your feelings of how most people would associate them.

Alphabetical List of Ethnic Groups	Write in Phrase Associated with Ethnic or Racial Group	Language of Prejudice
GERMAN		Lazy and ignorant; mentally inferior
AMERICAN INDIAN		Dishonest in business dealings; "pushy," only take care of their own
IRISH		Greasy and dirty, carry knives
ITALIAN		Authority conscious, racially superior, regimented behavior
JEWISH		Mysterious, inscrutable, and crafty
NEGRO		A heavy drinker, quick-tempered
ORIENTAL		Hot-blooded, impulsive, associated with crime syndicate
POLISH		Primitive customs, unable to handle liquor, not ambitious
PUERTO RICAN		Stupid, clannish, crude use of English language
W.A.S.P. (White Anglo-Saxon Protestant		Exclusive, conservative, puritanical, superior

Negative stereotyping through language is usually the reversed image of dominant positive traits. The epithet of laziness reflects the value of industriousness. Ignorance contrasts with competence, education, self-improvement.

Now put yourself in the position of a television writer who has been charged with the development of a series of programs on the positive contributions of ethnic and racial groups to the development of American culture. Your first task is to research all the positive traits of the following groups.

In the blanks provided, please write positive language traits which are considered virtuous and flattering to the group with which most people would associate them.

Ethnic Groups

GERMAN ....

AMERICAN INDIAN ....

IRISH ....

ITALIAN ....

JEWISH ....

NEGRO ....

ORIENTAL ....

POLISH ....

PUERTO RICAN ....

W.A.S.P.
(White Anglo-Saxon Protestant) ....

TRAINERS' GUIDE FOR EXERCISE 5

1. **Pass out the questionnaire. Ask participants not to collaborate or discuss the exercise.**
2. **Collect questionnaires. Tell participants to take a break.**
3. **Tabulate statistical data.**

	Agree	Disagree	Not Sure
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

4. **Select five to seven role-players with as many different answers as possible. Mark these papers with an X.**
5. **Spread papers on desk and ask participants to pick up their own.**
6. **Give directions to role-players. (See: Role-playing Techniques, p. 173)**
   - A. **Review original directions:**

     "Mr. Darcy requests your discussion of each statement in its respective order on the questionnaire. Using each statement as a criteria, he would like you to develop pro's and con's relating to homogeneous and heterogeneous groupings. He would like this list of pro's and con's submitted to him in writing. As the committee, you may decide whether you need a chairman or recorder. Further, you will have the responsibility of watching your own time."
   - B. **Time limit could be twenty to twenty-five minutes.**
7. **Give directions to observers. Have them observe the role-players informally. In particular, ask them to record any pro's or con's overlooked by the role-players.**
8. **Following role-playing situation, guide the group in role analysis.**
   - A. **Ask observers if they have any comments. Try to get interaction between role-players and observers.**
   - B. **Place statistics on board and evaluate.**

Resources:

The Culturally Deprived Child, Frank Riessman, Harper and Row.

Education in Depressed Areas, Harry A. Passow, Teachers' College Press, Columbia University.

TRAINING EXERCISE 5

You are a member of the faculty at Progress School. Your principal, Mr. Darcy, has been requested to fill out an extensive questionnaire regarding teachers' feelings about the relative merits of homogeneous versus heterogeneous groupings. He has asked for your help in this matter.

Mr. Darcy has requested that you answer, to the best of your ability, the following sample questions from this questionnaire. He is not asking you to sign your name so you can be sure your answers will be confidential.

Place a check mark on line of your choice:	Agree	Disagree	Not Sure
If a basic goal of education is to stimulate the growth of individual creativity, homogeneous grouping is an especially effective way to subvert that goal.	....	....	....
Homogeneous groupings tend to require that children be seen in terms of group characteristics rather than in terms of their own individual characteristics.	....	....	....
"Brighter" children will be held back by being in a heterogeneous class.	....	....	....
The track system with its "ability" groupings is a major reason why public education is no longer an instrument facilitating social mobility but has become probably one of the most effective techniques in maintaining class differences and cleavages.	....	....	....
There is a limit to what performance can be expected from children of lower socio-economic backgrounds because their home environment offers no stimulation for educational achievement.	....	....	....
Children from lower socio-economic backgrounds have as much potential to learn as other children.	....	....	....
Children from lower socio-economic backgrounds bring into the classroom discipline problems which interfere with the educational process and progress of the middle and upper class child.	....	....	....
Children who are segregated according to IQ in the classrooms of our schools are not being educated in a socially realistic and democratic atmosphere.	....	....	....
Homogeneous grouping facilities classroom instruction for the average teacher.	....	....	....
Teachers should require good performance from all students and should permit variation among individuals in the time required to achieve good performance.	....	....	....

SUGGESTED IN-SERVICE ACTIVITIES

Many films, filmstrips, and socio-dramas are suitable for a single in-service program. They can serve as a springboard for small group discussion. After viewing one of the following resources, assemble into small groups for evaluation and discussion of the presented material. Faculty human relations committee members could be used as group discussion leaders.

Resources:

Films:

Picture in Your Mind, Anti-Defamation League of B'nai B'rith.

Portrait of a Disadvantaged Child, McGraw - Hill.

The Toymaker, Anti-Defamation League of B'nai B'rith.

Color of Man, Sterling Films.

Where Is Prejudice, Indiana University Audio-Visual Center.

Conformity, Carousel Films.

The Detached American, Carousel Films.

Filmstrips:

Ghettoes of America — Warren Schloat Productions Inc.

Rumor Clinic, Anti-Defamation League of B'nai B'rith.

Exploding the Myths of Prejudice, Warren Schloat Productions Inc.

Socio-Dramas:

Faculty Room Confrontation, Human Relations Education Project.

Some of My Best Friends, National Conference of Christians and Jews.

The Human Relations Elucation Project will suggest speakers and provide tested programs to stimulate thinking and discussion in the human relations area.

Members of the project have been involved in planning in-service programs ranging from one hour, to a complete day, to a series of weekly meetings. Formats of such programs can be made available.

An in-service activity could be structured on a metropolitan level. Teachers from urban and suburban school districts could be brought together in a one day program. This in-service program could utilize a film or guest speaker to stimulate small group discussions of human relations concepts on a metropolitan level.

Resources:

Contact the Human Relations Education Project, 600 Highgate Avenue, Buffalo, New York 14215.

ROLE-PLAYING TECHNIQUES

Role-playing may be used in the classroom to obtain the following results:

Open a controversy to examination.

Create a situation which encourages the students to make spontaneous statements.

Make the controversy or material more real and relevant to the students.

Lessen inhibitions and create a mood for discussion.

There are two approaches that may be used in role-playing:

1. First, a teacher can give the participating students a description of the role they are to play. The teacher does not allow the observing students to know the character. In this manner the students will see the characters develop as the role-playing situation progresses. When the teacher feels the role-playing situation has developed adequately and has raised pertinent points for discussion, the discussion could begin with an evaluation of the characters and a discussion of the statements made by the role-players.
2. A second approach may be used to stimulate more complete involvement of the class. The teacher can read each role to the students and discuss the manner in which each character would interact. It is very important that each student know each of the roles because all of the students will participate. The teacher may ask for volunteers to begin the role-playing. Naturally the less inhibited students will volunteer ; this will break the ice and set the mood for free exchange. It will also give the more inhibited students an opportunity to organize their thoughts and gain confidence.

Substituting Role-players:

After a few minutes the teacher may begin substituting role-players. The original role-players may begin to repeat themselves, while the students who are observing will have some new approaches. It is important when substituting role-players that the teacher does not break the mood of the drama. This can be prevented by telling the students that role-players will be substituted and that they are not to stop the drama when the substitution is taking place.

Switching Role-players:

When two role-players hold conflicting positions, the teacher may wait for a crucial point and then tell them to switch roles. Hopefully they will immediately adopt the new role. In this manner, the teacher, class, and role-players get a different outlook on the role and more points of discussion can develop.

Creating New Roles:

The teacher may find it useful to create new roles as the drama unfolds. For example, in the sample role-playing situation, "Society's Child," (See Social Studies Guide, p. 89.) the focus point is interracial marriage. Eventually one of the characters will ask to meet the boyfriend and the teacher can select a student to fill this role and add others as they are needed. The less direct control the teacher utilizes, the better the role-playing will be. Additional roles can be created to maintain control without direct interference. For example, if the role-players are becoming too violent or too loud, the teacher could create the role of a clergyman to change the mood. If the students become too loud and the teacher does not wish to add new characters to the discussion, he could select two or three of the students to represent the local police and have them quiet the group down, possibly on the grounds that the neighbors are complaining or they are disturbing the peace. Police may also be used to end the role situation.

Switching Situations:

Although the sample role-playing "Society's Child," deals with a while girl who is dating a Negro, this situation can be changed to deal with other minority groups:

Religious Conflict — The family could be Protestant and the boy could be Jewish or Catholic (or vice-versa).

Ethnic Conflict — The boyfriend could be Italian, Polish, Irish, or any other ethnic group different from that of the family.

Socio-Economic Conflict — The boyfriend could be from a lower income group and an older section of town, and the family could be wealthy suburbanites.

Race — The boyfriend could be Negro, Chinesse, Japanese, or Indian — and the family white.

The family would object to each of these groups.

The character traits of the role-player would remain the same. All the teacher would do is switch the focus from a racial confrontation to a religious, social, or ethnic group confrontation.

In all role-playing situations, the teacher should be extremely sensitive to the students' personalities, group behavior, reactions, and emotional makeup. Although role-playing is beneficial in helping to change attitudes and behavior, no student and his attitudes or behavior should be attacked, opened to scorn or ridicule, or put in a difficult position through a role-playing situation.

Role-playing on Primary Level:

To set the stage for the primary-grade children, it may be necessary to provide a concrete situation as one shown in a picture or consider an actual situation which has occurred. The use of puppets is effective in role-playing since the primary child is naturally attracted toward this type of acting. Puppets may be made out of paper bags, sticks, or cloth. The features can be added by the children, and various material such as yarn, construction paper and scraps from the room can be utilized. Puppets are helpful in all subject areas of the elementary curriculum. The use of puppets very often alleviates self-consciousness in young children.

The teacher may have to be more directive in guiding the trend of the role-playing than would be necessary with older students. Likewise he should be alert to the natural reticence of some students and guard against the possibility of any child being threatened.

Resources:

Pamphlet:

A Guide To Role-playing, Anti-Defamation League of B'nai B'rith.

EXTRA-CURRICULAR PROGRAMS

Members of the Human Relations Education Project believe that, in the total educational picture, human relations concepts fostered in the classroom should be practiced through student relationships in extra-curricular activities. Although most activities give students the opportunity to work together, the following extra-curricular program and suggested activities are designed to expand the student's view beyond the school to the community, to the entire metropolitan area and to other areas of the world. They provide the student with a chance to move outside himself to explore, help, and work with other people in other groups and in other cultures.

A SUGGESTED EXTRA-CURRICULAR STUDENT PROGRAM IN HUMAN RELATIONS

Developed by the Human Relations Student-Faculty Committee of LaSalle Senior High School, Niagara Falls, New York.

Grade Level: 9 - 12

Human Relations Concepts to be Taught:

Each person has a personal and social need to identify and accept others as individuals with goals, values, weaknesses, and strengths which make them unique. These differences are important in the light of our similarities as human beings.

Prejudice is the result of irrational thought processes.

Discrimination is behavior based upon prejudicial attitudes.

The attitude of prejudice, in its most extreme form, is mental illness.

Scapegoating is irrational and has harmful effects upon every member of society.

No race is inherently inferior or superior to another.

Educational Concepts to be Taught:

To examine attitudes and behavior.

To develop an increased awareness of the importance of human relations concepts in one's own life.

To re-emphasize activities which promote understanding and positive social behavior.

To involve sorority and fraternity members in these activities so they will review their present policies of selection.

Introduction to Resource Guides for Faculty-Student Human Relations Committee

Since there was no precedent for a group of this nature, a brief explanation of the organizational phase is necessary at this time. These efforts were two-fold: the recruitment of teachers and the recruitment of students.

The recruitment of teachers: This task was perhaps the most time consuming. Conversations with faculty members were essential for some indication of attitudes and feelings. This was only the beginning. Those who indicated a positive attitude toward human relations concepts were asked to take part in this group.

The recruitment of students: A presentation was made to the student council.

Organization: It was decided that the organization should be flexible enough to allow itself to take any form of direction. If a formal presentation were to be made by a resource person or a film shown, it would be done before the entire group as a whole. Next, the large group would be broken into small groups with a teacher acting as group leader.

It was felt that the presence of recorders might restrict the discussion. The size of each group was considered and it was decided each discussion group should have no more than five student participants. The faculty committee also expressed a desire to recruit members from their classes. If any suggestion was made for a combined group activity, it would be brought up at the next meeting and fully explored.

Outline of Weekly Program Topics and Activities

First Meeting

Topic:
Human Relations Commission, Niagara, Falls, New York

Theme:
Government agencies are concerned about the effects of prejudice and discrimination.

Objectives:
To become aware of the need for a local commission on human relations.
To study the effects of prejudice and discrimination within the urban community.

Activities:

1. A formal address by the Executive Director of the Human Relations Commission of Niagara Falls, New York.
2. Small group discussion following the address.

Second Meeting

Topic:
The Myths of Race

Theme:
Man is one

Objectives:
To examine pre-conceived notions about race.
To de-emphasize superficial human differences such as skin color and physical characteristics.

Activities:

1. Presentation of a series of overlays on current anthropological theories of the origin of the races.
2. Emall group discussion to evaluate the theories advanced.

Resoures:
Anthropological Theories Regarding Origin of Race, 3M Company.

Third Meeting

Topic:
Socio-Drama

Theme:
Prejudice and discrimination have a profound effect upon all members of society.

Objectives:
To examine one's own attitudes and behavior.
To become aware that prejudice, to some degree, exists in everyone.
To emphasize the damaging effects of prejudicial thinking and discriminatory behavior.

Activities:

1. Dramatic presentation entitled: **Some of My Best Friends,** given by a group of students. This skit runs the gamut of prejudice as it relates to minority ethnic and religious groups.
2. Small group discussion using guide available with the play, or centering on such questions as:
    How did you feel during the play?
    With which character did you most identify?
    How is the play related to the social situation in this school?

Resources:

Some of My Best Friends, Robert Crean, National Conference of Christians and Jews.
Video tape of skit available from HREP.

Fouth Meeting

Topic:

The Negro in American History

Theme:

Negroes have played an important role in the shaping of American history.

Objectives:

To help Negro students develop a more positive self concept.
To help white students increase their respect for Negroes.

Activities:

1. Presentation of filmstrips on two famous American Negroes: Benjamin Banneker and Harriet Tubman.
2. Small group discussion following the presentation.

Related activities:

Prepare bulletin boards in conjunction with American Negro History Week or Brotherhood Week.
Schedule an assembly during one of the above weeks.

Resources:

American Negro History Kit, 1345 Diversey Parkway, Chicago, Illinois 60614.
Society for Visual Education (S.V.E.) Kit — includes:
- Six sound filmstrips, three records
- One book — **Great Negroes, Past and Present**
- Two picture display portfolios
- Six overhead transparencies

Contact National Conference of Christians and Jews for kit for National Brotherhood Week.

Fifth Meeting

Topic:

American Negro History Week

Theme:

The Negro is integral to the development of American history.

Objectives:

To develop an interest in Negro history.
To break down stereotypes of the American Negro.
To improve the self-concept of Negro students.
To improve understanding of each other through personal contact in inter-racial committees.

Activities:

1. Extended discussion of the fourth meeting.
2. Showing of additional S.V.E. filmstrips.
3. Selection of racially integrated committees to plan further activities for American Negro History Week. Some meetings may be held in students' homes.

Kit:

S.V.E. American Negro History Kit (see listing above)

Books:

Eyewitness: The Negro in American History, Katz, Pittman Publishers
The Negro in the U.S. (revised edition), E. Franklin Frazier, Macmillan Company

Sixth Meeting

Topic:

The Nature of Prejudice

Theme:

Prejudice is, by nature, irrational.

Objectives:

To emphasize that discrimination is harmful to individuals and groups.

Activities:

1. Presentation of fourteen minute film entitled: **The Nature of Prejudice.** This film explores the fantasies of a prejudiced mind especially when placed in a position of authority.
2. Small group discussion.

Resources:

The Nature of Prejudice, McGraw-Hill, National Film Board of Canada

Seventh Meeting

Topic:

Society's Child; Role-playing

Theme:

Social acceptance, in its full context, includes racial inter-marriage.

Objectives:

To understand that inter-arriage (racial) is not inherently wrong.

Activities:

1. Play the record "Society's Child." Hand each student a copy of the words and play the record again.
2. Discuss the problem and situation presented in the song.
3. Introduce the following role-playing situation. Use discretion in selecting the role-players. (See: Role-playing Technique, p. 173)

Daughter:

You will ask to talk with your family. You wish to tell them that you have been secretly dating a Negro. You now wish to date him openly and you don't care what anyone thinks or says. You are very idealistic in your approach. You dismiss all the objections presented by your mother concerning your inter-racial relationship. You consider your father's behavior intolerant and bigoted and you make him aware of your feelings. Throughout the discussion you remain unyielding in your beliefs.

Father:

Your daughter tells you that she has been secretly seeing a Negro boy and that she now wishes to date him openly. You play a passionate role. You are authoritative and denounce her actions. You become abusive to Negroes and act in a very intolerant manner.

Mother:

Your daughter asks to speak to the family. She tells you that she has been secretly seeing a Negro boy and that she wishes to do so openly. You will attempt to cool the anger of your husband but you still point out to your daughter the problems involved in such a relationship. You play a conciliatory role.

Brother:

Your sister tells the family that she has been secretly dating a Negro and she now wishes to do so openly. You are concerned with what your friends at school will think. You are fearful that your sister will become the object of cruel and unkind remarks.

Vary role-playing by adding character and switching roles.

4. Discuss the situations presented.

Resources:

Album:

Janis Ian, by Janis Ian, Verve Folkways Record

Eighth Meeting

Topic:

Rumor Clinic

Theme:

Prejudices are formed from stereotypes based up subjective experiences.

Objectives:

To become aware of personal prejudices and stereotypes.

To develop a realization that one cannot always believe what he hears.

Activities:

1. Have three students leave the room, then show one frame of the filmstrip Rumor Clinic to the rest of the group. Allow about five minutes to study the picture, then turn off the projector.
2. Select one student to tell the story of what he saw in the picture to one of the three who did not see it. This is done in front of the group. This student in turn will relate the story to the second person who was out of the room, and he will tell it to the third. The third student will recite the story orally to the group as he understood it.
3. Compare the final story with the original frame.
4. Discuss the nature of rumors. Analyze how and why the story changes as it is passed from person to person. Discuss what can objectively be deduced from the picture.

Resources:

Filmstrip:

Rumor Clinic, Anti-Defamation League of B'nai B'rith.

Ninth Meeting

Topic:

Discriminatory Practices — Role-playing

Theme:

When applied to minority religious or ethnic groups, discriminatory hiring practices are unjust and irrational.

Objectives:

To better understand the injustice of discrimination in employment practices.

Activities:

1. Discussion of employment requirements and possible restrictions known to the group.
2. Present the following role-playing situation. (See: Role-playing Techniques, p. 173)

SUGGESTED EXTRA-CURRICULAR ACTIVITIES

The program just detailed is only one way in which teachers may involve students in human relations activities on an extra-curricular level. In addition to beginning a club or committee specifically centered on human relations, the interested adviser can form a club or committee with a related purpose or can suggest human relations-directed projects for already established clubs. A teacher should plan those activities best suited to the needs and interests of the students in his school.

HREP participants have been involved in many activities, such as:

Involving a student government or club in financing the building of a school by the Peace Corps. The student group can choose the country and maintain letter contact with the students attending the school.

Arranging a day's TEACH-IN on crucial issues. All teachers and students would be involved in hearing speakers from the community, seeing films and dramatic presentations, participating in small group discussions, and viewing special exhibits. This was done very effectively at Bennett High School in May, 1968.

Exchanging assembly or musical programs between city and suburban schools, public schools and private or parochial schools.

Interesting a Student Government or club in adopting a foster child through the Save-the-Children Federation.

> Kenmore East Senior High School is supporting a White Mountain Apache child in Cibecue, Arizona. They arranged a trip for this child and another Apache child to visit Western New York for a week before Christmas, 1967.

Participating in tutoring and recreation programs. High school students can tutor younger students who need extra help after school or evenings. High school students can also help establish and run recreation programs. There are many such programs and many contacts. Some are: The Urban League; St. Augustine's Center, Humboldt Parkway, Buffalo; Westminster Community House, 421 Monroe, Buffalo; Lincoln Memorial Methodist Church, 641 Masten Avenue, Buffalo; John F. Kennedy Center, 114 Hickory Street, Buffalo.

Many groups for the physically handicapped, the mentally retarded, and the mentally ill also welcome volunteer help or groups who will plan special projects.

Providing a speaker's bureau or program for local community organizations. Students can research a topic like: the generation gap, the drug situation, conscientious objection, or the morality crisis. They can coordinate this information as a report, debate, skit, or panel discussion and offer to present a program for the PTA, local church groups, and service groups such as the Lions and Rotary. This type of activity could be a joint project of two schools.

Forming a drama group that would present such plays as: **Some of My Best Friends, The Children Are Listening,** and **Fences,** to school and community groups.

Working with other student groups on a clean-up day.

> Th Western New York District 14 of the New York State Association of Student Councils sponsored a clean-up day at the John F. Kennedy Center in Buffalo. Students from many areas worked together to clean up this recreation area.

Arranging an exchange of two student groups interested in the same extra-curricular activity, studying the same classroom material, or engaged in a common project.

For teachers interested in beginning a Human Relations club or committee, the HREP can provide suggestions for speakers and contacts with faculty advisers of other such groups.

ROLE OF THE ADULT EDUCATION PROGRAM

The human relations programs presented thus far have involved teachers and administrators in an orientation day and an in-service training program and have provided teachers with lesson guides and extra-curricular projects for involving students in exploring human relations concepts. To further extend human relations education throughout the community, the HREP sees the adult education program as a vital link between the school and the people it serves.

A SUGGESTED ADULT EDUCATION PROGRAM

Suggestions for an adult education class in human relations have evolved from a program developed and carried out in the Holland Central School, Holland, New York, from November 1967 through March 1968. Program suggestions printed here may be modified to suit the human relations needs and the adult education requirements of individual districts.

Announcement of Course and Recruitment of Participants

1. The Adult Education Bulletin carried an announcement of the formation of a class titled **Human Relations.** The bulletin purposely carried no course description.
2. A letter was sent to a selected group of citizens asking them to participate.

   The letter:

   A. Emphasized that the approach would proceed from the community viewpoint to the national aspect and possibly to the world-wide outlook.
   B. Emphasized human relations as meaning all people, not just black-white relations.
   C. Indicated that the course would mold itself to the desires of the participants.
   D. Included a program sheet with a tentative list of fifteen areas which would be explored

Class Size and Scheduling:

1. It was found that the class should range from twelve to twenty members. If more enroll, two different sessions might evolve or the teacher will have to arrange for more small group discussions.
2. The class should meet, if possible, every other week throughout the adult education year. This made attending less a strain on busy members.
3. The class should appoint a secretary who would put out a report after each meeting. The report would include a summary of the meeting and its content and any appropriate comments by the participants, teacher, and guest speakers. Each enrolled member would be sent a copy.
4. The meetings should be scheduled to allow a break for refreshments. This break is most effective after the formal presentation and before a question-answer or discussion period.
5. Each meeting should allow time for each member to freely speak his mind without fear of criticism. This leads to the heart of human relations — understanding.

Scheduling Activities

A teacher inaugurating a human relations program should have some structure in mind; however, since the participants are adults, allow them some choice of areas to be covered and some say in developing a program.

In the Holland program, the director found that a workable format is one in which three programs are set up, followed by a "talk session" the fourth week. At this talk session appraisal of previous presentations and planning for the future can take place.

In arranging programs, guest speakers who are authorities in their fields should be preferred to movies, which are less personal and often less satisfying. Panel discussions also present effective confrontation.

No program should be so rigid that there is no flexibility to explore and expand areas which the group has found particularly interesting.

There was no required reading for the course; however, pamphlets and books were made available to participants.

The Agenda

This is an outline of the program inaugurated in Holland Central School. "Talk meetings" were interspersed among the formal presentations listed here.

1. Groundlaying meeting to establish objectives.
2. Meetings on the community:
    - A. Ethnic and family power bases in the community — a panel presentation.
    - B. The underprivileged: a look at Operation Headstart — a panel presentation.
    - C. The underprivileged: a look at welfare services — Mr. Charles Guarino, County Social Services Department.
3. Meetings on a metropolitan outlook:
    - A. Racial relations — Mr. Nelson Nichols, Executive Director, Buffalo Urban League.
    - B. Bias and personal interaction — Mr. Vincent Bowditch, Regional Director, Buffalo Area Chapter of the National Conference of Christians and Jews.
    - C. Serving the handicapped and needy — Mrs. Janet Shaw, Goodwill Industries, and Captain Joseph Bassett, the Salvation Army.
4. Meetings on understanding others with problems:
    - A. The alcoholic — Mr. Rudolph Wilga, Committee on Alcoholism.
    - B. The drug addict — Mr. John Kubitsky, New York State Narcotic Control Bureau.

For interested teachers and administrators, the HREP can suggest available speakers and provide human relations programs. Contact the Human Relations Education Project, 600 Highgate Avenue, Buffalo, New York 14215.